

ACCOMPLISHMENTS, AWARDS, APPOINTMENTS, AND HONORS

United Way of Greater Union County appoints new board members

New member: **Dr. Barbara Gaba** –

Dr. Gaba is the Provost, and Associate Vice President for Academic Affairs at the Elizabeth Campus of Union County College. In this role she serves as the chief academic officer and administrator of the campus providing leadership, vision and strategic direction to the campus, its faculty, students and programs.



In addition to her responsibilities as campus provost, she is active in community and civic affairs including membership with the Greater Elizabeth Chamber of Commerce and the Rotary Club of Elizabeth. She also served as the Honorary Chair for the City of Elizabeth Annual Women's History Month Series (2010). Dr. Gaba serves on several other board of directors and advisory boards including the Chair Academy for Leadership and Development International Practitioners Board, Advisory Board for "Dean & Provost," a national higher education newsletter, National Council for Black American Affairs, an affiliate council of the American Association of Community Colleges and the New Jersey Ace Network.

DEPARTMENT OF ED OFFICIAL ASSUMES NEW ROLE WITH COMMUNITY COLLEGES

Schwartz selected as senior vice president by AACC

As community colleges work to develop a national road map to guide their work into a new era of change and work to answer President Obama's call to raise college graduation rates, they will need skilled leadership and support. The American Association of Community Colleges (AACC) has selected **Dr. Gail Schwartz** as senior vice president for academic, innovation and student success to help lead that effort. "I am thrilled to assume this role during this

extraordinarily exciting time for community colleges," said Schwartz. "I look forward to working with President Bumphus, the 21st Century Commission and the association's membership, as we work toward meeting the President's 2020 completion goal."

Schwartz comes to AACC from the U.S. Department of Education, where she has served as senior advisor for community colleges since 2006 within the Office of Vocational and Adult Education. She crafted a vision for the department's community college outreach and led efforts on student access, completion and retention issues.

Schwartz earned a doctorate in education in 1989 and a master of arts degree in special education in 1983 from George Washington University. She earned her bachelor of science degree at Ohio State University.

AACC President and CEO Dr. Walter G. Bumphus says "Community colleges are increasingly regarded as central players in U.S. economic recovery and global competitiveness. Dr. Schwartz understands our colleges and will bring solid experience and dynamic leadership to our work."

BMCC Awarded \$2 Million for Workforce Training Linked to Degree Programs

Borough of Manhattan Community College's Center for Continuing Education and Workforce Development – as part of a CUNY consortium of six community colleges and two four-year colleges – just received \$2 million to provide workforce training through CUNY's Career Path program.



NATIONAL COUNCIL ON BLACK AMERICAN AFFAIRS / NORTHEAST REGION BOARD OF DIRECTORS

President

Dr. G. Duncan Harris*
Manchester Community College, CT

Co-Vice Presidents of Organizational Vitality

Rhonda Spells Fentry
Prince George's Community College, MD

Dr. Carolyn H. Anderson*
Cincinnati State Technical & Community College, OH

Co-Vice Presidents of Programs

Dr. Barbara Gaba
Union County College-Elizabeth Campus, NJ

Dr. Carolyn G. Williams*
Bronx Community College, NY

Co-Vice Presidents of Public Relations

Dr. Gwendolyn W. Sanders
Springfield College, DE

Alonia C. Sharps*
Prince George's Community College, MD

Vice President of Membership

David A. Taylor
Bronx Community College, NY

Treasurer

Dr. Roy H. McLeod
LaGuardia Community College, NY

Assistant Treasurer

Mary Coleman*
Bronx Community College, NY

Secretary

Dr. Michael C. Gillespie
Borough of Manhattan Community College, NY

Parliamentarian

Dr. John C. Norman
Northwestern Connecticut Community College, CT

Members

Dr. Michelle H. Bondima
Morgan State University, MD

Dr. Regan H. Goldstein
Delaware Technical & Community College, DE

Dr. Irving I. McPhail
National Action Council for Minorities in Engineering, NY (NACME)

Dr. Wilfredo Nieves*
Capital Community College, CT

Dr. Ladylease G. White
Essex Community College, NJ

Dr. Carolane Williams
Baltimore City Community College, MD

Dr. Calvin E. Woodland
Morgan State University, MD

Emeritus

Dr. Antonio Perez
Borough of Mahattan Community College, NY

Dr. Cheryl M. Smith
Emeritus, NY

Ms. Evelyn Whitaker
Emeritus, NY

*National Board Representative



NATIONAL COUNCIL ON BLACK AMERICAN AFFAIRS OF THE AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

Visit our **NEW** website at www.ncbaa-ne.org

Northeast Region Winter 2012 Newsletter

ANNUAL SPRING CONFERENCE • SPRINGFIELD COLLEGE • MARCH 22-23, 2012

"From Theory to Practice: Meeting the Challenges of the Completion Agenda"

Conference Overview

The 2012 NCBAA Northeast Region Spring Conference will focus on pedagogy, methods, and promising practices that lead to college completion. In recent years, community colleges have shifted our emphasis from "access" to "success". At this year's conference, community college leaders will share initiatives and data proven programmatic interventions that have resulted in improved retention and completion rates in community college settings.

Call for Proposals

Share interventions that focus on pedagogy, methods, and practices that result in improved retention and completion rates at your institution. Consider a joint presentation with a private corporation to showcase software and technological solutions that facilitate the completion agenda.

Deadline, January 27, 2012

Submit A Proposal to Present: [Click Here](#)

Key Note Speaker: Dr. Walter G. Bumphus, *President & CEO American Association of Community Colleges*

SESSIONS*

Efficiency, Productivity & Mission: Stewardship During A Global Financial Crisis
Student Leadership During Challenging Times
Students: Commit to Complete: Challenges and Roadblocks
Suggestions for Advancing the Completion Agenda
* Sessions subject to change

INVITED PRESENTERS

Dr. Myrtle Dorsey, *Chair, American Association of Community Colleges*
Dr. Regan Hicks Goldstein, *Dean of Student Services, Delaware Tech*
Terry Hartle, *ACE - Federal Update*
Dr. Ron Williams, *College Board*
Mary Coleman, *Senior Vice President of Administration & Finance, BCC*

FEES

\$150.00 Member Registration Fee
\$185.00 Non-Member Registration Fee
\$45.00 Student Fee (Student I.D. Required)

Online Conference Registration

<http://tinyurl.com/ncbaa-ne2012conf>



Springfield College–
Wilmington Delaware Campus
Nemorous Bldg.
1007 N. Orange Street, Suite 500
Wilmington, DE 19801

Registration Fee Includes: Registration, Reception, Continental Breakfast, Luncheon and Conference Materials. PLEASE NOTE THAT REGISTRATION FEE INCLUDES NCBAA/NE MEMBERSHIP

Register by March 14, 2012

By completing registration and participating in the NCBAA/NE Conference, I hereby give NCBAA permission to use my likeness in a photograph in any and all of its publications, including websites entries.

HOTEL Info

Doubletree Hilton-Downtown
wilmingtondowntown.doubletree.com
700 North King Street
Wilmington DE 19801

Rate: \$131 per night plus tax; includes breakfast

Reservations: 302-655-0400

<http://tinyurl.com/ncbaa-ne2012hotel>

LETTER FROM THE PRESIDENT

Dr. G. Duncan Harris

Greetings



This is an exciting time in the history of community colleges as our nation’s legislators, corporations, and philanthropic entities have recognized, in word and deed, the role community colleges can play in preparing an educated, globally competitive, workforce. NCBAA is committed to being a key player and resource in advancing this national agenda through providing beneficial professional development and networking opportunities.

Our commitment to this goal is referenced in the theme for this year’s Northeast Regional Conference, **“From Theory to Practice: Meeting the Challenges of the Completion Agenda”**. We hope that you will join us March 22 and 23 at Springfield College, in Wilmington, Delaware as we welcome the American Association of Community Colleges, national president, Dr. Walter Bumphus, to share with conference attendees, his views on the opportunities and challenges facing community colleges in 2012 and the role AACC will play in addressing them. The program will also feature a host of engaging presentations centering on completion agenda best practices, an interactive success coaching workshop with community college presidents and senior administrators, time for networking and fellowship, and host of other activities.

One of the goals we have as an organization this year, is to grow membership through sharing the NCBAA ROI Story (Return on Investment). I’ve been a member of this group since 2005 and have found my affiliation with NCBAA to have been transformative component of my professional development during this period. I’ve participated in the Leadership Development Institute, served on various committees, presented at NCBAA conferences and, perhaps most importantly, made a host of new professional colleagues and personal friends. Through my affiliation with NCBAA, I have been able to develop a professional network I can rely on from Virginia to Boston. I have been able to consult with these individuals on everything from FERPA compliance to the key components in building retention programs for minority male students. My investment in, and affiliation with, NCBAA has yielded immeasurable “dividends” over time.

If you have any questions about NCBAA, or are interested in learning more about the NCBAA, feel free to email me or any of our Board members. We’d be glad to have you join us.

Hope to see you in March,

G. Duncan Harris, Ed. D.
Northeast Region President
National Council on Black American Affairs (NCBAA)

Nearly 100 National Honor Society Students Pledge to Complete Degrees

“Nearly 100 students will be inducted into **Prince George’s Community College’s** Tau Pi chapter of Phi Theta Kappa International Honor Society. As the college continues to encourage every student to receive an associate degree or certificate, inductees will take the Community College Completion Corps Pledge which promotes college completion. Members represent every academic division of the college and majors including nursing and hospitality management as well as construction and engineering.

Honor Society students are required to have a cumulative grade-point average of 3.5 or higher and 15 general education credits as well as complete two service projects during the academic year. In the fall, several members participated in the Walk Now for Autism Speaks to raise funds and awareness of the disease. During the spring semester, students will volunteer for the national project Christmas in April to complete home improvements for residents of Prince George’s County.

“Phi Theta Kappa is the primary student organization nation-wide leading the charge to promote the importance and value of obtaining a community college degree or certificate,” said Melinda J. Frederick, co-Advisor, Phi Theta Kappa Tau Pi chapter. “We are proud to recognize our students who have achieved such high levels of academic accomplishment,” she added.

The mission of the Prince George’s Community College Honors Program is to promote the intellectual growth and enrichment of academically outstanding students. The program offers a curriculum that challenges and stimulates students through special honors courses.

The Legacy of the BCC President, the Business of Running a College

After fourteen years as the College President, **Dr. Carolyn G. Williams** has retired and handed over the reins of the Borough of Manhattan Community College presidency to Dr. Carol Berotte Joseph, who resumed her full administrative duties on July 1st, 2011. To learn of her experiences during this last almost decade and a half in BCC and her plans for the future, *Communicator* reporters met with President Williams for a chat.



“The anxiety of change,” Williams calls it, is among the staff and even for her. It is our natural human condition to feel “neophobia” and the College will be undergoing a lot of change management. “Williams explained, she’ll continue to be an ambassador for the college, and she leaves eager to spend time with her family who have lived cross-country all of these years. Even so, the president couldn’t think of anything that she would have done differently during her time at BCC. She arrived with several goals in mind for the college to thrive. As she puts it “goals evolve all the time,” she weighed the pros and cons, and moved forward from there.

When she arrived at BCC in 1996, there were programs she wanted to change, remediation is one of them.

Considering the amount of time and money a student spends taking these courses and the challenges they face to graduate college as commuters, Williams always considered other programs to serve the students better.

One of the programs that prospered during her time and she hopes the new president could adopt is The Global Initiative of the National Center for Educational Alliances (NCEA). The Global Initiative is comprised of the Senegal program, the Salzburg Global Seminar, the Study and Volunteer Abroad program and the Center for Tolerance and

Understanding, which have a tremendous effect on the life of the college. It was through this program that she came to know about BCC as president in her previous college. Also, she hopes that the Center for Sustainable Energy (CSE) could continue. A program like the CSE (which promotes the use of renewable and efficient energy technologies in urban communities) is rare for a community college. Dr. Williams believes that we all have a responsibility to a healthy world. These are only two of many programs she is fond of in the college.

In any case, she would hope that the new president would analyze all current programs of the college. Williams says, “No one is going to come in and change everything but I think the scrutiny of everything we do is the only way to stay current.” She hopes there would be dialogue of different approaches and a change for anything that doesn’t work.

The improvement of facilities has been an unexpected challenge and achievement for her, as in the case of the Roscoe Brown Building which underwent huge improvements, and the North Instructional Facility, most recently built. Improving facilities has been her biggest challenge during her time due to the very old, historical, and neglected buildings. Resources are scarce and expensive for the upkeep of such old buildings like ours, “[which] require far more than a coat of paint.”

As Dr. Williams begins a new chapter of her life which she hopes will include time with the family, some writing, some reading, and work in international leadership development. Students graduating this semester be commencing their new lives after BCC. Williams advises them to take on the responsibility of teaching, to be open to learning and changing, and to not be afraid of challenges and new beginnings.

USA Today All-USA Academic Team Nominees Announced

Prince George’s Community College Honors Academy students **Tia Holmes** and **Satcha Robinson** have been nominated by the college to the *USA Today* All-USA Academic Team national competition. Student applications are reviewed by a committee of college employees and the group selects two students to represent the college in the contest. “The national All-USA Academic Team Competition is a great way to recognize students who are not only strong academically but also involved in giving back to the college and to the community

Holmes, a 4.0 grade point average student, has completed eight honors courses. She is a member of the Prince George’s Community College Board of Trustees and the college’s Publications Advisory Board. Previously, she was *The*

Owl student newspaper interim editor-in-chief, associate editor and lead graphic designer. During summer 2011, Holmes was a legislative intern in the office of Congressman Steny H. Hoyer (D-MD) where she responded to constituent concerns.

Robinson, who holds a 3.9 grade point average, has completed seven honors courses. Active on campus, she is secretary of the Tau Pi Chapter of Phi Theta Kappa, volunteers with Walk Now for Autism Speaks and the Bone Marrow Drive, and is captain of the Prince George’s Community College Women’s Soccer Team. Robinson also has assisted low-income residents complete their taxes through the Prince George’s Community College’s Volunteer Income Tax Assistance program.

Winners of the national competition are presented at the Phi Theta Kappa’s Presidents Breakfast during the annual convention of the American Association of Community Colleges Convention, April 21-24, in Orlando, Florida.

The Supreme Judge

Justice Pam B. Jackman Brown has an accomplished, quite decorated history. The Queens resident has worked as a Criminal Defense Attorney, a Law clerk, and as a Supervising Judge for the New York City Housing Court. In 2009, Justice Jackman Brown was a Civil Court Judge, and in 2010 appointed to sit as an Acting Supreme Court Justice in Queens County. On November 8th, 2011 Justice Jackman Brown was elected by the Queens Democratic Organization for the New York State Supreme Court. And it all started for her at BMCC. Jackman Brown graduated in 1979 with a degree in Business Administration.

It began at BMCC

Jackman Brown recently received BMCC's third annual Distinguished Alumni Award. The BMCC Distinguished Alumni Award recognizes the life and career achievements of honorable members of the BMCC alumni community. Business Professor Percy Lambert, who attended the ceremony, was one of Jackman Brown's mentors when she was a student at BMCC, and the two have remained friends.

She even taught Business Law courses at BMCC for almost ten years. After an introduction from President Antonio Pérez—who invited Jackman Brown to come back and teach at BMCC anytime—she spoke about her childhood in New York.

Like most BMCC students, Judge Brown worked, "I took evening classes and worked at *Burger King* during the day," she said, citing math classes as another course she enjoyed. "I'm originally from Guyana. I remembered how hot it was here in the U.S., and my mom telling me this was my new home now," she recalled.

Bunker Hill Community College Among "Leader Colleges" for Student Completion

Bunker Hill Community College has won recognition as a Leader College by *Achieving the Dream*, a national nonprofit dedicated to helping community college students succeed. BHCC is one of 23 institutions nationwide to win such designation for demonstrating sustained improvement and accomplishments on key student achievement indicators. "The work of improving student success is very difficult, critically important and urgent," said *Achieving the Dream* President & CEO William Trueheart. Bunker Hill Community College deserves enormous recognition for its focus on equity and excellence and for its extraordinary contributions to its communities and our nation."

Bunker Hill Community College became part of *Achieving the Dream* in 2007 when it was one of just four community colleges in Massachusetts and one of 84 out of 1,177 community colleges chosen to take part in this multi-year initiative to boost community college student success. The College received a grant of \$450,000 over five years from the

CUNY Law calls

After she received her BS from John Jay College, She went to CUNY School of Law which she described as "challenging," and "never regretted my decision." She is a graduate of the first class of CUNY School of Law ("86) and one of its very first judges. During her law school years, Judge Jackman Brown interned at various law firms and government agencies to see where she would fit as a lawyer. Early in her career she worked as a Criminal Defense Attorney and a Law Clerk. She also published several judicial decisions.

Currently, Judge is in her 13th year on the bench after having been appointed in 1998 to the Civil Court of the New York Housing Port where she served until 2009.



Prof. Percy Lambert, VP Sadie Bragg, Justice Pam B. Jackman Brown and President Antonio Pérez.

Lumina Foundation and four Massachusetts foundations: The Boston Foundation; the Lloyd G. Balfour Foundation; the Education Resources Institute; and the Irene E. and George A. Davis Foundation.

In earning the designation of Leader College, BHCC has demonstrated committed leadership, use of evidence to improve programs and services, broad engagement, and systemic institutional improvement. Additionally, the College has demonstrated three years of sustained improvement in student success and equity, and measurable gains in student retention.

Achieving the Dream currently involves 160 institutions in 30 states and the District of Columbia, helping 3.5 million students. The program focuses on creating a "culture of evidence" on community college campuses in which data collection and analysis drive efforts to identify problems that prevent students from succeeding – particularly low-income students and students of color – and develop programs to help students stay in school and receive a certificate or diploma or transfer to a four-year institution.

The following comments were made at the Roxbury Community College Memorial Service by NCBA/NE President Dr. G. Duncan Harris in honor and recognition of former NCBA/NE Board member, Walter Clark. Also in attendance, were NCBA/NE Board of Directors members, Dr. Wilfredo Nieves, President of Capital Community College, and Dr. John C. Norman, Dean of Continuing Education, Northwestern Connecticut Community College.

Dear Colleagues,

On behalf of our national president, Dr. Carolyn Anderson, I would like to extend heartfelt condolences from the NCBA/NE family.

I got to know Walter over the past six years through my affiliation with the NCBA/NE. Three words come to mind when I think of Walter - **Knowledgeable, Committed, and Family.**

Knowledgeable. When I first met Walter, I was attending the NCBA/NE Leadership Development Institute in Baltimore, MD in 2005 as an NCBA/NE fellow. Walter was conducting a session on legal aspects of higher education. It was clear to all of the fellows that Walter knew what he was talking about and that he had a knack for explaining difficult legal concepts in layman's terms. Following the session, Walter shared his contact information with all of the fellows and let us know we could call him any time to tap into his legal expertise. I could tell he was sincere, I took him up on this offer on a number of occasions – everything from copyright law to FERPA regulations.

Committed. Walter was committed to the NCBA/NE -to his NCBA/NE. He was the first to volunteer for a committee or to facilitate a session for one of our national training institutes. It was a year or two ago he helped us clean up our constitution and was currently assisting us with our webpage. Often times he was the "voice of reason" in our meetings and that high pitched Bronx accent would chime in exactly at the right time, with an appropriate level of deference to the senior members of the group combined with an appropriate level of insistence on his position on the topic - Wise Walter.

Family. It was clearly evident that family was the center of Walter's universe - various families. He was a family man. He had his Roxbury Family. He spoke of fondly of you – whether it was his staff, colleagues, or his students. He loved the students and I could tell he left an indelible mark on many of them. I'm glad you are here today to pay an appropriate tribute to this great man. He spoke fondly about this place and his role here. He had his NCBA/NE family – he was very close to some of our members - being mentored by some, and serving as a mentor to others - Brother Walter. He had an especially close relationship with Dr. Gwendolyn Sanders, the matriarch of our organization. He credits her in his book with assisting him in responding to his calling to higher education. This past March at our annual spring conference, she was the only member of our organization who he shared his illness with, asking her to not mention it to anyone else, concerned that we would focus on his well being, rather than the conference. She honored his request and we were all devastated by the news when we received it earlier this year. And finally, his biological family. He beamed when he spoke about who he was and where he came from. It's truly an honor to see some of Walter's family here today that I read about in Backbone, Broken Bones, and Character. It was clear in all he did that the titles he held most dear were son, brother, father, and husband. My sincere condolences to the family.

So on behalf your Brothers and Sisters of the National Council on Black American Affairs, we say rest peace Brother Walter. We will honor your memory always.

G. Duncan Harris, Ed.D.
Dean of Student Affairs
Manchester Community College
President, NCBA/NE Region



The Completion Agenda: A Call to Action Condensed by Christine Johnson McPhail

Launching the Call to Action



In April 2010, the American Association of Community Colleges (AACC) joined with five other national organizations to express a shared commitment to student completion. These partner organizations (the Association for Community College Trustees, the Center for Community College Student Engagement, the League for Innovation in the Community College, the National Institute for Staff and Organizational Development, and the Phi Theta Kappa Honor Society) participated in an unprecedented joint-signing ceremony that committed our organizations to assisting our members in producing 50% more students with high-quality degrees and certificates by 2020. We believe now is the time to expand this commitment beyond our organizations to our campuses.

That is why AACC has asked colleges across the country to sign their own completion commitment statements, modeled on the jointly signed document, "Democracy's Colleges: Call to Action." The timing of such action is important. Community colleges are currently in the national spotlight, but the increased attention also means increased responsibility to our communities, our states, and our country—as well as to our students. Our public commitment to raising student completion rates further underscores the transparency and accountability.

AACC Addresses the College Completion Challenge

The Impetus for This Report

At its annual joint board and commission meeting (Washington, DC, November 10-11, 2010), AACC focused attention on college completion by presenting two panel discussions on the completion agenda. Following the meeting, the recorders' notes were submitted to the meeting facilitator and author of this report, **Dr. Christine Johnson McPhail**, for review and consolidation. The report summarizes the ideas that emerged from discussion of the four assigned topics.

Commitment and How to Get It

Key Points

Responsibility for completion is shared throughout the institution and the community.

- Completion must be embedded into the fabric of the institution: Relationships. Rigor. Relevance.
- Students want to be engaged and involved in the completion agenda; they want the data.
- We have a responsibility to increase completion rates, and we have a legacy to create.
- Completion should be made a part of the institution's strategic plan.
- States that have the best policy framework achieve the best completion rates.

- The community needs to be engaged with the framework.
- The completion agenda must be transparent and data driven.
- Community colleges must encourage the completion of certificates, degrees, etc. (which are valuable to your community, to your students, to business and industry).
- We need to communicate clearly what completion means.

Suggestions for Advancing the Completion Agenda

Participants offered a wide variety of suggestions to advance the completion agenda. Some of these suggestions call for strategic changes in institutional policies and practices. These suggestions are also likely to require some colleges to focus on empowering faculty, staff, and students to work together in new and productive ways.

Accountability for Outcomes

It seems that community college educators are generally comfortable with being accountable for things they can control. However, when the focus turns to outcomes, they appear considerably less comfortable, since the outcomes to be achieved are affected by many factors not under the control of the community college leader.

Obstacles and How to Overcome Them

The completion agenda was viewed as a challenge within an existing challenge. It is impossible for community colleges to fulfill the broader mission of open-door institutions if they do not overcome the immediate challenges of ensuring student access and success. Participants identified key obstacles and barriers to college completion. The summary of obstacles is structured into three categories: leadership and governance, finance and budget, and teaching and learning.

Examples of What Some Colleges and States Are Doing to Meet the Completion Challenge

As reported by the representatives from these institutions, these colleges have found ways to create supportive learning environments that promote completion and student success.

Community College of Philadelphia embedded the concept of completion into the fabric of the institution. The Board asked how it could be more effective. It looked at strategic direction and where it could bring value. About two years ago, it overhauled the infrastructure. It is now restricted to two committees, Finance and Student Outcomes, which focus strategic direction on completion and student success.

The college embedded performance indicators into the infrastructure; it created agreements with 10 senior institutions to guarantee junior status and scholarships. Temple University receives the most students. Data indicate that if students transfer to Temple with an associate of arts (AA) degree, 84% get a bachelor's degree; if they transfer without an AA, 63% get a bachelor's degree.

A Call to Action (cont'd)

The State University of New York is looking at articulation agreements and transfer-student scholarships—an incentive issue.

The Maryland Association of Community Colleges launched a statewide initiative called "A Promise to Act." This statewide call focuses on the completion agenda (16 colleges have agreed to use completion data).

Howard Community College (MD) has aligned its mission and strategic plan and has connected data to completion. There is nothing in the strategic plan that cannot be measured. The college also engaged faculty and refined its general education core.

Baltimore City Community College (MD) developed a student-mentoring program and has freshmen tutorial services. There are plans to conduct a press conference to discuss completion rates on campus.

Communicating the Message

Community college educators play a key role in efforts to promote student success by speaking plainly and in an informed manner about the importance of college completion. Community college leaders must make decisions in alignment with the completion agenda.

Emergent Questions From the Focus-Group Discussions

While the summary notes suggest that some colleges have already answered questions about how to launch or build a completion agenda, the focus-group participants suggested that the completion agenda raises additional questions.

What Can AACC Do to Promote Accountability and Support the Sector?

AACC is the primary advocacy organization for the nation's community colleges. Participants identified ways that AACC might advance the completion agenda.

See The Completion Agenda: A Call to Action

Summary report at: www.aacc.nche.edu.

LaGuardia CC President Gail O. Mellow Called to Testify Before Congress about the role of community colleges in small business development

Dr. Gail O. Mellow, President of LaGuardia Community College and a nationally recognized expert on the history, development and future of the American community college, was invited on November 3, 2011 to testify before the U.S. House of Representatives on the role of community colleges in small business development. Before members of the House Democratic Steering and Policy Committee, Dr. Mellow gave examples of how LaGuardia has made a difference in the local small business community and what Washington can do to ensure that the partnership between community colleges and small businesses thrives.

America's community colleges stand ready to do their part to educate and train Americans for the skills they need to succeed in today's chaotic economic times, said Dr. Mellow, who noted that community colleges educate over 50% of all undergraduates and train an additional 6 million people in workforce development annually. We need to rebuild our workforce through the kinds of training and investments suggested by the American Jobs Act, which will allocate \$5 million to modernize, renovate or repair existing facilities at community colleges.

In explaining how LaGuardia helps small businesses she pointed to its Procurement Technical Assistance Program (PTAC), a Department of Defense funded program that helps small businesses navigate the complex rules and bidding processes they encounter when applying for city, state and federal contracts.



to meet their needs.

Information session participants received an overview of the program, as well as in-depth information on the curriculum, application procedures, details of the required internship portion of the program, and prospective job opportunities. Transition Program candidates should have a high school diploma or GED credential, interest in training for entry level work in business and industry, fifth- to eighth-grade level reading and math skills, and the maturity and emotional stability to effectively participate in a program on a college campus.

MCC's Transition Program for Students with Learning Disabilities

Middlesex Community College's nationally recognized Transition Program, a two-year, noncredit certificate program for students with learning/cognitive disabilities. Transition is a unique, specialized program designed for students who lack the skills necessary to complete requirements for an associate degree. Transition Program students attend classes designed to teach independent-living skills, computer and job-survival skills, and social skills. Transition students may participate in all Middlesex student activities while receiving specialized coursework and training tailored