CELEBRATES DECADES OF WORKING WITH COMMUNITY COLLEGES

VISIT US AT BOOTH #28
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Thank you to our conference sponsors:
RICHARD M. RHODES
CHAIR,
AACC BOARD OF DIRECTORS
AND
CHANCELLOR,
AUSTIN COMMUNITY COLLEGE DISTRICT (TX)
WELCOME TO THE 2022 AMERICAN ASSOCIATION OF COMMUNITY COLLEGES ANNUAL CONVENTION. As chair of the AACC Board of Directors and on behalf of the AACC, its entire board, and staff, it is my distinct pleasure to welcome you to the bright lights of New York. We gather to collaborate and innovate to transform the landscape of higher education. The time may have never been more important.

This year’s theme is Community Colleges Take Center Stage. Eyes are on us to understand the new normals in our communities and evolve. The types of support students need today reach beyond the classroom and the skills and experience employers seek have shifted. As community colleges, our communities look to us for guidance, and we are uniquely positioned to respond.

We all share a vision to help all students succeed. This conference offers an opportunity for us to learn from one another. Here, we will examine programming that focuses on innovation and explore evidence-based strategies designed to improve student outcomes.

Understanding challenges directly from those we serve is a powerful opportunity. This year, we welcome Stephanie Land – author of the bestselling memoir Maid: Hard Work, Low Pay, and a Mother’s Will to Survive. As a single mother, Land dreamed of going to college, but she faced obstacles in life from homelessness and underemployment to access and flexibility. Her story resonates with many of our students. I encourage you to join her session to learn about how she overcame barriers.

We also will hear from a father-son duo who represent the very families we serve – from Gen X to Gen Z. They’ll share what drives our youngest students – the experience they seek, the expectations they demand, and what we can do to help them succeed.

I hope you find these sessions, our other speakers, and all of the exhibits to be enlightening and inspiring. As you listen and learn, I also urge you to connect and share. You are surrounded by brilliant and like minds here. Use this opportunity to build relationships. Our learning doesn’t end at the conclusion of this conference. Together, we can carry our ideas forward and impact purposeful change at our colleges that will help more students connect with their future and achieve the success and future they deserve.
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President, College of Southern Nevada
2021 – 2024
FutureThink CEO LISA BODELL ranks among the Top 50 Speakers Worldwide and is the best-selling author of *Kill the Company and Why Simple Wins*. She’s a global leader on simplification, productivity and innovation, whose keynotes leave audiences inspired to change and arms them with radically simple tools to get to the work that matters.

Bodell brings a compelling perspective to the sought-after topics of simplification and innovation to over 100,000 people each year. A thought leader and serial entrepreneur, her transformational message has inspired executives at top-ranked organizations such as Google, Cisco, Citigroup, and the U.S. Navy War College.

Based on her best-selling books, *Kill the Company and Why Simple Wins*, Lisa provides a provocative yet practical approach that enables organizations and individuals to eradicate the unnecessary complexity and time-sucks that hold them back from more meaningful work, and allow simplicity to become their new operating system.

Bodell has contributed her expertise to a wide variety of media. She is a monthly contributor to Forbes and has frequently appeared in other media including: *Fast Company, WIRED, The New York Times, Inc., Bloomberg Businessweek, Harvard Business Review, The Huffington Post, FOX News, and CNN*. She has also been featured in many major books such as Warren Berger’s *A More Beautiful Question*, Adam Grant’s *Originals*, and *After Shock*, the upcoming 50-year celebration based on futurist Alvin Toffler’s *Future Shock*.

Bodell has taught innovation at both American University and Fordham University, and has a TED talk on the topic. She has served on the board of advisors of several organizations, including the Global Agenda Council for the World Economic Forum, the United States National Security Agency, the Association of Professional Futurists, and the Novartis board of Diversity & Inclusion.
DAVID STILLMAN is not new to the generational conversation. For almost twenty years he has been called on by business executives, politicians and the media to share his expertise on how best to bridge generational gaps. David has appeared on CNN, CNBC, and the TODAY Show as well as NPR and in Fast Company, The New York Times, USA Today, and The Wall Street Journal.

His creative communications work have earned him numerous accolades including gold medals at the NY Film Festival, the much coveted CLIO Award, and most recently was named as one of 200 People to Watch by the Business Journal as well as one of the Power50 in the state of MN.

In addition to being an internationally acclaimed speaker on the generations, David is also the co-author of two best-selling books including When Generations Collide and The M-Factor: How the Millennial Generation Is Rocking the Workplace.

David's latest book Gen Z @ Work published by HarperCollins describes the 7 key traits of Gen Z. He has co-authored this book with his Gen Z son, Jonah.

JONAH STILLMAN graduated from high school in 2017 and is pursuing a life as an entrepreneur. Growing up, for 10-years Jonah competed on the national US circuit in snowboarding. He was ranked in the top 5 in the US before hanging up his helmet to pursue working with his Dad in the generational field. Jonah and a team of peers conducted one of the first national surveys about Gen Z's workplace attitudes. The eye-opening results ignited Jonah's interest in keeping the dialogue going. After growing up watching his dad - David - be the voice of his generation, Jonah is excited to be a voice of Gen Z. He is the youngest speaker on the circuit and has already shared his insights on Gen Z with CNBC, MSNBC, and CBS and was recently featured in Fast Company, TIME, INC, Forbes and the NY Times.

Success Magazine voted David and Jonah in the top 25 most influential speakers and authors for 2018.
Stephanie Land, Author of New York Times bestseller *MAID* (on Netflix) & forthcoming *CLASS*

**KEYNOTE SPEAKER**

**STEPHANIE LAND**

Stephanie Land’s bestselling debut memoir *Maid: Hard Work, Low Pay, and a Mother’s Will to Survive* recounts her harrowing saga as a single mom navigating the poverty trap. Her unflinching and inspiring testimony exposes the physical, economic, and social brutality that domestic workers face, all while radiating a parent’s hope and resilience.

At age 28, Land’s dream of attending college and becoming a writer is deferred when she and her seven month-old have to move into a homeless shelter, fleeing a violent home and lacking any form of reliable safety net. She begins the bureaucratic nightmare of applying for food stamps and subsidized housing, and starts cleaning houses for $9/hour. Mired in patronizing government processes and paltry wages, she illustrates the trauma of grasping for stability from a rigged system, and demonstrates how hard work doesn’t always pay off. In a constant state of scarcity, a single unexpected cost—as simple as a car repair—jeopardizes Land’s carefully calculated budget, and shows the impossible slipperiness of escaping poverty.

Land’s memoir offers a unique and essential perspective from the frontlines of struggle, but the deeply personal, intimate details of her story paint a larger picture. The physical pain of her own poverty—like the mold in her apartment, and the “constant burn” and “shooting pain” from cleaning houses—clarifies systemic class barriers and inequalities, dispelling the myth that poor people are responsible for their own predicament and just need to try harder.

Land is currently at work on her next book, *Class*, about the hard truths surrounding college education in America. Combining personal experience and reporting, the book exposes the high costs, predatory practices, and discriminatory policies faced by Americans who hope education will lead to security and prosperity. With socioeconomic mobility approaching record lows and labor forces hollowing out the country’s middle class, education has been seen as a way out for those seeking to reach the American Dream. “When we think of economic insecurity we often think of the down and out,” Land explains. “The reality is the way we go about educating our country leaves millions stretched to their limits, with almost half of students wondering how they’ll find their next meal and even more than that drowning in debts they’ll owe for a lifetime.”

Read the magazine from where you are and share content with your board and staff.

Read the digital magazine: www.aacc.nche.edu/Publications/CCJ/
EDMUND J. GLEAZER, JR. led the American Association of Community Colleges (AACC) during a time of rapid change and expansion in the field. He took the helm of AACC—then called the American Association of Junior Colleges (AAJC)—in 1958 as its executive director (a position later renamed as president) and led it through 1981, when he retired. That 23-year span saw many changes not only in colleges, but in the country overall. Many of those movements—from civil rights and women’s rights, to the Vietnam War—had a tremendous effect on the country’s community colleges. Gleazer was in the forefront, steering the movement into a new era.

A native of Philadelphia, Gleazer served as president of then Graceland College (Iowa) from 1946 to 1957. He was vacationing in Europe when he received a cablegram inviting him to take a one-year leave of absence from his post at Graceland to head up a national information program for AAJC, according to IAGenWeb, a genealogical research site. He did so, but upon starting at the Washington, D.C.-based association he resigned his presidency to become executive director of AAJC, which at the time represented about 635 junior colleges with roughly 766,000 students.

Over nearly a quarter of a century as CEO of AACC, Gleazer became known for promoting lifelong learning, focusing on a diverse student population (including military veterans) and partnering with four-year colleges and universities. Developing leaders to manage community colleges and to advocate for the growing movement was also a passion of his.

Gleazer garnered many awards and accolades, including the AACC Leadership Award, the B. Lamar Johnson Leadership Award from the League for Innovation in the Community College, and the Outstanding Lifetime Contribution to Higher Education Award from the American Council on Education, among others.

Dr. Gleazer passed away on July 31, 2016 at 99 years old. In honor of his many contributions as the “father” of the Community College Movement, AACC has renamed the opening session of its convention in his honor.

EDMUND J. GLEAZER, JR. OPENING LECTURE

SATURDAY, APRIL 30
5:00 PM – 6:30 PM

Keynote Speaker:
Lisa Bodell, FutureThink CEO;
Global Innovation and Change Expert; Best-Selling Author,
Kill the Company and Why Simple Wins

EDMUND J. GLEAZER, JR. led the American Association of Community Colleges (AACC) during a time of rapid change and expansion in the field. He took the helm of AACC—then called the American Association of Junior Colleges (AAJC)—in 1958 as its executive director (a position later renamed as president) and led it through 1981, when he retired. That 23-year span saw many changes not only in colleges, but in the country overall. Many of those movements—from civil rights and women’s rights, to the Vietnam War—had a tremendous effect on the country’s community colleges. Gleazer was in the forefront, steering the movement into a new era.

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DALE P. PARNELL led the American Association of Community Colleges as president and CEO from 1981 to 1991. Many of today's foundational concepts for community colleges were established during Parnell's tenure as president: the associate degree was defined and created; community colleges were recognized for their importance to workforce development; and the 2+2 concept was established.

Parnell had a passion for helping students. He had a vision of community colleges providing opportunity and a quality education for all students. Parnell championed the need to make smoother the transition for students from high school to college to career. It was this passion that fueled his 1985 book The Neglected Majority, in which he outlined a plan for educating “ordinary” people who weren’t pursuing a postsecondary education. The book provided a framework for AACC to develop legislative language for a tech prep associate degree program that would build stronger relationships between high schools and community colleges.

Another key accomplishment for Parnell at AACC was the association's work in helping to create a blueprint for the future. In 1988, AACC published Building Communities: A Vision for a New Century, a report that culminated from 18 months of discussions and campus visits regarding the future of community colleges, addressing issues such as partnerships, curriculum, the classroom as community and the college as community.

Parnell was born and raised in Oregon, and spent most of his career in the state helping to seed the community college movement there. His career included all aspects of education: teacher, coach, high school principal, and school district superintendent. It was his time as Lane County Superintendent of Schools when he began advocating for community colleges, becoming the founding president of Lane Community College in 1964.

In 1968, Parnell was appointed by the governor to serve as state superintendent of public instruction, where he served for six years. In 1974, Parnell became chancellor of San Diego Community College and later president of San Joaquin Delta Community College in 1976. He was named president of AACC (then called the American Association of Community and Junior Colleges) in 1981.

Dale Parnell passed away April 20, 2017 at the age of 88. Because of his work as a champion of community colleges and the students they serve, AACC’s faculty recognition was named in his honor.
DISTINGUISHED FACULTY

JOHN ASH
Department Chair, Visual and Performing Arts
College of Central Florida

STEPHEN BARTELL
Biology Instructor
Normandale Community College (MN)

SARAH BORENMANN
IT Web and Software Developer Instructor
Lakeshore Technical College (WI)

MICHAEL BOYKO
Professor
Cuyahoga Community College (OH)

JUDITH COGGIN
Coordinator of PCT/Adv Instructor of Nursing and Allied Health
Arkansas State University - Newport

JOHN FRAZIER
Senior Associate Professor
Miami Dade College (FL)

MEGHAN GILBERT-HICKEY
Assistant Professor of English
Stella and Charles Guttman Community College, CUNY (NY)

LAUREN GILLESPIE
Instructor
Central Community College (NE)

ANDREA HARTRANFT
Associate Professor
Harrisburg Area Community College (PA)

JENNIFER HAZEL
Professor, English
Owens Community College (OH)

RHIANNON HOLLEY
Instructor-IT/Systems Security & Analysis
Fayetteville Technical Community College (NC)

BRADLEY JOHNSON
Faculty Medical Radiography
GateWay Community College (AZ)

TAMEKA JOHNSON-TILLMAN
Associate Professor of English
Lincoln Land Community College (IL)

CONNIE JORGENSEN
Program Coordinator
Piedmont Virginia Community College

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Monroe Community College (NY)

JULIE OLANDER
Chemistry Faculty
Paradise Valley Community College (AZ)
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Community College of Denver (CO)

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Sinclair Community College (OH)

JILL SALAS
Assistant Professor of Developmental English
College of DuPage (IL)

MAHA SWEIS DABABNEH
Associate Professor
Moraine Valley Community College (IL)

DAVID VOORHEES
Professor of Earth Science/Geology
Waubonsee Community College (IL)

ADRIANNE WASHINGTON
Assistant Professor of Sociology
Community College of Baltimore County (MD)

WILLIAM WEPPNER
Associate Professor
Southwest Tennessee Community College

ROBYN WORTHINGTON
Associate Professor of History
Bristol Community College (MA)

NOT PICTURED
SCOTT MOLLER
Professor
Miramar College – San Diego (CA)
In July 2021, following her 17 years of service as the chancellor of the San Diego Community College District, CONSTANCE M. CARROLL retired from the position. She then founded the California Community Colleges Baccalaureate Association (CCCBA) and serves as president and CEO of the organization.

Prior to serving as chancellor of the San Diego Community College District, she spent 11 years as president of San Diego Mesa College. She also has been president of Saddleback College and Indian Valley Colleges in Marin County, where she also spent one year as interim chancellor of the Marin Community College District. During her presidencies, she taught courses and offered lectures in the classics and humanities.

Dr. Carroll’s professional history includes service on national boards, numerous awards, and publications. In 2011, she was nominated by President Barack Obama and confirmed by the United States Senate to serve on the National Council on the Humanities. In 2020, she was appointed to serve on the College Promise National Advisory Board. She is also a member of the board of the national Community College Baccalaureate Association.

Dr. Carroll also has served on the boards of the American Council on Education, the American Association of Community Colleges, and the League for Innovation, to name a few. She served as a commissioner and chair of the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges, and has served on the Council on Higher Education Accreditation Committee on Transfer and the Public Interest.

She has received numerous awards for her work. Some of the most recent awards include the Pioneer Award from the Community College Baccalaureate Association in 2017 and, in 2019, the Lifetime Achievement Award from the National Association for Community College Entrepreneurship.
LEADERSHIP AWARD

GERARDO E. DE LOS SANTOS

National Director for Community College Partnerships, Western Governors University (UT)

GERARDO E. DE LOS SANTOS serves the higher education sector in multiple ways. He is director for community college partnerships at Western Governors University. He also is faculty in residence for the Executive Ed.D. in Higher Education Leadership program at the University of Texas at Austin, and a professor for the Community College Leadership Program in the College of Education at Kansas State University.

Dr. De los Santos previously served as senior fellow for Civitas Learning and continues to serve on its national advisory board. Prior to Civitas, he presided as president and CEO of the League for Innovation in the Community College - a role he held for nearly 17 years.

He has served on numerous national advisory boards, including the Community College Research Center National Advisory Board, the Education Testing Service National Advisory Board, and the National Hispanic University Advisory Board.

As a thought leader, speaker, and writer in higher education, Dr. De los Santos has authored more than 50 publications, most recently “Covid-19 Shines a Bright Light on the Digital Divide” for Change: The Magazine of Higher Learning. He has represented community colleges at the White House via summits and symposia focusing on innovation, leadership, and student success on multiple occasions. He is the recipient of numerous awards, including the prestigious ETS O’Banion Prize in Education for his significant contributions to teaching and learning.
After a run as one of the longest-serving community college presidents in Oregon, GREG HAMANN retired from the position of president of Linn-Benton Community College on June 30, 2020, at which time the LBCC Board of Trustees granted him the title of president emeritus.

Dr. Hamann joined Linn-Benton Community College as its sixth president in 2010 and led the college in its commitment to student success and completion. Hamann is a champion of community collaboration and brought the college together with local chambers of commerce, industry leaders, school superintendents, service clubs, and more to create unique solutions to local challenges.

Prior to LBCC, Dr. Hamann was president at Clatsop Community College in Oregon for seven years, and as the chief finance and operations officer at Northwest College in Wyoming. He also served in a variety of administrative roles at two private four-year institutions, and he taught middle school.

Dr. Hamann has served on many boards, including the American Association of Community Colleges’ board of directors, the oversight board for the Voluntary Framework for Accountability, and the President’s Advisory Council to the Association of Community College Trustees. He is past chair of the board for the National Coalition of Certification Centers. Even in “retirement,” Dr. Hamann continues to serve with many organizations, including as a commissioner on Oregon’s Higher Education Coordinating Commission, on Oregon’s Corrections Reentry Council, and as a facilitator for AACC’s Future President’s Institute.
KATHERINE M. JOHNSON became president emerita of Pasco-Hernando State College upon her retirement in 2015. She had served as PHSC’s president since 2005 and had brought a wealth of experience to that position.

During her career in higher education, Dr. Johnson served five years as president of Nash Community College and in multiple positions over 16 years at Indian River State College. Earlier in her career, she was a high school history teacher and a middle school social studies teacher.

Nationally, Dr. Johnson’s current professional involvement includes membership in the Registry for College and University Presidents. She recently completed her responsibilities as a member of the Peer Review Advisory Board for the Southern Association of Colleges and Schools Commission on Colleges. She’s also served as a facilitator for the Future President’s Institute for the American Association of Community Colleges and an executive coach for the Virginia Community College System.

She is also a former board member of SACSCOC and AACC, former Chair of the Executive Committee of the President’s Academy of AACC, plus held memberships in the American Association of University Women (AAUW) and the American Association of Women in Community Colleges (AAWCC.) In Florida, she is the former President of the Florida Association of Colleges and Universities (FAC&U), former chair of the Florida College System Council of Presidents (COP) and former policy and advocacy chair for the COP, appointed member of the Florida College System Task Force, and is a graduate of Leadership Florida, Class of 2006-2007.
BRENT KNIGHT retired from Lansing Community College in 2020 after serving 12 years as president. He was awarded the title “president emeritus” upon his retirement. As LCC’s president, he was responsible for several programs that boosted student success, including the “Get a Skill, Get a Job or Your Money Back” job-training program, which was featured nationally on CNN and in *Time* magazine.

Prior to LCC, Dr. Knight was president of Morton College and vice chancellor of Baton Rouge Community College. He also has led Pierce College and Austin Community College. In 1976, at the age of 29, he was named president of Triton College, becoming one of the youngest college presidents in the nation.

Dr. Knight has worked in the private sector as president of Investment Resources Co. and vice president of Meijer, Inc.

In 2015, Lansing Mayor Virg Bernero recognized Dr. Knight for his visionary leadership by awarding him with the Mayor’s Cup for Civic Excellence. In 2014, he received the Exemplary CEO/Board Award from the American Association of Community Colleges. Dr. Knight has also been recognized by *People Magazine*, the *Chicago Sun-Times*, the *Chicago Tribune*, and the American Council on Education as “a national leader in higher education.”
KAREN A. STOUT has served as president and CEO of Achieving the Dream since 2015, leading a network of over 300 community colleges working to become profoundly accessible hubs of learning, credentialing, and economic mobility that eliminate inequities in educational and workforce outcomes. To date, her leadership has resulted in a doubling in Network colleges working on transformative student-centered change at their institutions.

Dr. Stout has received national recognition for her accomplishments at ATD, including Diverse: Issues in Higher Education’s Leading Women in 2018, and honorary degrees from Miami Dade College and Montgomery County Community College. She also was named American Association for Women in Community College’s Woman of the Year in 2017.

Dr. Stout previously held the role of president of Montgomery County Community College from 2001 to 2015, where she led the college through a transformation process to improve student success. For her achievements, Dr. Stout was recognized as the American Community College Trustees CEO of the Year Northeast Region Award and the American Student Association of Community Colleges President of the Year.

Prior to Montgomery County Community College, Dr. Stout held leadership positions at Camden County College from 1994 to 2001.

Dr. Stout currently serves on several boards, including as chair of the Belk Center for Community College Leadership and Research Advisory Board at North Carolina State University and as co-chair of the University of Maryland Global Campus Doctorate of Management in Community College Policy and Administration Advisory Board.
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DAVID R. PIERCE served as the seventh president and CEO of the American Association of Community Colleges. During his tenure, from 1991 to 2000, he worked to strengthen ties and collaboration within higher education and beyond, and he worked with other associations to augment student aid programs, particularly Pell Grants. Pierce also steered community colleges through two reauthorizations of the Higher Education Act and consolidation of federal job training programs under the Workforce Investment Act.

A focus during Pierce’s presidency was to raise national awareness of the contributions and unique role of community colleges. At the time, his leadership brought unparalleled attention to public two-year institutions, which led to growing federal, corporate, and philanthropic support for AACC. Funding for community colleges from the National Science Foundation increased from $1 million in 1989 to $50 million in 1999. A $7 million grant from Microsoft helped create model programs in information technology training at community colleges. The intent was to match curricula and resources with employer needs within local business communities.

Pierce also successfully ushered the association through major change, including financial restructuring, staff reorganization, program restructuring, and a change to the commission structure. As a young man, Pierce served in the U.S. Marine Corp before starting on his goal of becoming an educator, earning an associate degree at Fullerton College in California and a baccalaureate, two master’s degrees and a doctorate in education and math.

During more than four decades in higher education, Pierce’s professional career comprised every major level of campus activity, from math instructor to division chair to dean of instruction to college president. From 1980 to 1990, he served as executive director of the Illinois Community College Board, and from 1990 to 1991 as chancellor of the Virginia Community College System.

Pierce passed away on January 16, 2014. He was 78. In honor of his service to AACC and to the community college sector, AACC has named the closing session in his honor.
2022 AACC OUTSTANDING ALUMNI AWARDS
MAY 3, 2022

KARLA IVANKOVICH
Counselor, Educator, and CEO
OnePatient Global Health Initiative
Alumna
Lincoln Land Community College (IL)

ALFREDO SALAS
Founder and President
Koning Restaurants
Alumnus
Miami Dade College (FL)

INDIGO TRIPLETT
Entrepreneur, Author, and Speaker
Alumna
Waubonsee Community College (IL)
ADVANCING DIVERSITY

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Cuyahoga Community College (OH)
Hudson County Community College (NJ)
Piedmont Virginia Community College
Sinclair Community College (OH)

FACULTY INNOVATION

Karla Fuller, Professor of Biology
Stella & Charles Guttman Community College (NY)

Michele Hampton, Professor, Business
Cuyahoga Community College (OH)

Stephanie Whalen, Chair, The Academy for Teaching Excellence and Professor, English and Interdisciplinary Studies
William Rainey Harper College (IL)

OUTSTANDING COLLEGE/ CORPORATE PARTNERSHIP

Columbia State Community College (TN)
Miami Dade College (FL)
Piedmont Virginia Community College
Schoolcraft College (MI)
AWARDS OF EXCELLENCE
2022 FINALISTS

STUDENT SUCCESS
Alamo Colleges District (TX)
Cuyahoga Community College (OH)

TRUSTEE OF THE YEAR
Amy Lockhart, Seminole State College of Florida (FL)
Trent Skaggs, Metropolitan Community College (MO)
Nicole Washington, Miami Dade College (FL)

FACULTY MEMBER OF THE YEAR
Mara Fulmer, Professor, Mott Community College (MI)
James Hamilton, Associate Professor, Ivy Tech Community College (IN)
Robert Johnson, Professor, Cuyahoga Community College (OH)
David Voorhees, Professor, Waubonsee Community College (IL)

CEO OF THE YEAR
Gregory Haile, Broward Community College (FL)
Curtis Ivery, Wayne County Community College District (MI)
Alex Johnson, Cuyahoga Community College (OH)
Sandra Kurtinitis, Community College of Baltimore County (MD)
William Seymour, Cleveland Community College (TN)
Christine Sobek, Waubonsee Community College (IL)
THURSDAY, APRIL 28

8:00 AM - 5:00 PM
NEW CEO ACADEMY
(TICKET REQUIRED)
› Location: Rendezvous Trianon

This three-day professional development opportunity for CEOs in their first two years on the job will cover the most pressing trends and issues impacting our sector. Participate with your peers and hear from experts on topics like equity, enrollment management, and college operations, among others. Case studies and other hands-on activities will be included in this session. (Breakfast and lunch included, as well as a closing reception.)

1:00 - 4:00 PM
ENROLLMENT DECLINES IN COMMUNITY COLLEGES
(TICKET REQUIRED)
› Location: Morgan

This session will focus on identifying some of the primary drivers impacting enrollment on community college campuses, and will provide communications strategies to address these challenges.
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00 AM – 5:00 PM</td>
<td>CONVENTION REGISTRATION OPEN</td>
<td>East and West Promenade – 2nd Floor</td>
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<tr>
<td>8:00 – 11:00 AM</td>
<td>AACC EXECUTIVE COMMITTEE MEETING (BY INVITATION)</td>
<td>Hilton Board Room</td>
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<td>AACC COMMISSION ON DIVERSITY, EQUITY AND INCLUSION (BY INVITATION)</td>
<td>Clinton</td>
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<td>AACC COMMISSION ON ECONOMIC AND WORKFORCE DEVELOPMENT (BY INVITATION)</td>
<td>Sutton Center</td>
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<td>AACC COMMISSION ON INSTITUTIONAL INFRASTRUCTURE AND TRANSFORMATION (BY INVITATION)</td>
<td>Sutton North</td>
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<td>AACC COMMISSION ON PUBLIC RELATIONS ADVOCACY AND ADVANCEMENT (BY INVITATION)</td>
<td>Morgan</td>
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<td>AACC COMMISSION ON RESEARCH AND COMMUNITY COLLEGE TRENDS AND ISSUES (BY INVITATION)</td>
<td>Holland</td>
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<td>8:00 AM – 5:00 PM</td>
<td>AACC COMMISSION ON SMALL AND RURAL COLLEGES (BY INVITATION)</td>
<td>Beekman</td>
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<td>AACC COMMISSION ON STUDENT SUCCESS (BY INVITATION)</td>
<td>Gibson</td>
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<td>10:30 AM – 12:00 PM</td>
<td>FOCUS GROUP – COURSEDOG (BY INVITATION)</td>
<td>Bryant</td>
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<td>11:15 AM – 12:00 PM</td>
<td>AACC BOARD OF DIRECTORS’ LUNCH (BY INVITATION)</td>
<td>Petit Trianon</td>
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<td>12:15 – 2:00 PM</td>
<td>AACC BOARD OF DIRECTORS’ MEETING</td>
<td>Trianon Ballroom</td>
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<td>1:00 – 2:30 PM</td>
<td>FOCUS GROUP – GRAY ASSOCIATES (BY INVITATION)</td>
<td>Clinton</td>
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FOCUS GROUP – ELLUCIAN
(BY INVITATION)
- Location: Lincoln

2:15 - 5:00 PM

OR UPON ADJOURNMENT OF AACC BOARD OF DIRECTORS’ MEETING

BOARD COMMITTEE ON AUDIT AND FINANCE
(BY INVITATION)
- Location: Holland

3:00 - 4:30 PM

FOCUS GROUP – BIBLIU
(BY INVITATION)
- Location: Clinton

5:15 - 6:15 PM

NEW CEO ACADEMY RECEPTION
(BY INVITATION)
- Location: Rhinelander Gallery – North

6:00 - 8:00 PM

AACC OUTGOING BOARD MEMBER DINNER
(BY INVITATION)
7:30 – 8:30 AM
AACC BOARD OF DIRECTORS’ BREAKFAST
(By Invitation)
- Location: Petit Trianon

7:30 AM – 7:30 PM
CONVENTION REGISTRATION OPEN
- Location: East and West Promenade – 2nd Floor

8:00 AM – 12:00 PM
AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY COLLEGES (AAWCC) BOARD MEETING
- Location: Clinton

8:00 AM – 2:00 PM
EQUITY IN CTE
(Ticket Required)
- Location: Rhinelander Gallery Center
This session will include a deep dive into your existing data and programs to examine attainment gaps and will highlight strategies that you can use to ensure the Black, Latinx, and Indigenous students have access to, and understanding of, the workforce programs that lead to high-wage jobs.

8:00 AM – 03:00 PM
NATIONAL COUNCIL OF STATE DIRECTORS OF COMMUNITY COLLEGES SPRING MEETING
- Location: Mercury Ballroom

8:00 AM - 3:30 PM
NEW CEO ACADEMY
(Ticket Required)
- Location: Rendezvous Trianon

8:45 AM - 12:00 PM
AACC BOARD OF DIRECTORS’ MEETING
- Location: Trianon Ballroom

12:00 – 3:00 PM
ACCT EXECUTIVE COMMITTEE MEETING
(By Invitation)
- Location: Holland

12:15 – 2:00 PM
AACC PRESIDENTS ACADEMY EXECUTIVE COMMITTEE MEETING
(By Invitation)
- Location: Concourse A

12:15 – 3:15 PM
AACC COMMISSION ON COLLEGE READINESS
(By Invitation)
- Location: Morgan
A FLOOD, A DEEP FREEZE, A PANDEMIC: THE MAKING OF GENERATION R

- **Focus Area:** Student Success
- **Location:** Sutton North

What can we learn from students who have persisted despite life-changing challenges? This presentation will outline the strategies undertaken by Lone Star College (LSC) campuses to address mental health, economic hardship, and academic challenges during and after Hurricane Harvey, “Snowmageddon,” and the COVID-19 pandemic. Using both quantitative and qualitative data, the narrative of students’ discovery of their own “Generation R – Resilience” will be explored through the voices of students themselves.

- **Shah Ardalan,** President, Lone Star College - University Park (TX)
- **Rebecca Riley,** President, Lone Star College - Montgomery (TX)

A NEW DAY ONE: REIMAGINING THE COMMUNITY COLLEGE POST-PANDEMIC

- **Focus Area:** Institutional Operations
- **Location:** Nassau East

The pandemic brought unprecedented disruption to community colleges, challenging institutional leaders to not only respond to the crisis, but develop an expanded vision to lead our communities in the recovery and regrowth. Recognizing this reset, Lorain County Community College turned disruption into innovation by refreshing its strategic plan, “Vision 2025 – 10,000 Degrees of Impact,” during the height of the pandemic. The appreciative-inquiry process engaged hundreds of campus and community leaders to create a blueprint for a new day one rooted in equity for all and student success.

- **Marcia Ballinger,** President, Lorain County Community College (OH)
- **Tracy Green,** Vice President, Strategic & Institutional Development, Lorain County Community College (OH)

CASA: HOW HISPANIC STUDENTS CONNECT, ACCLIMATE, SUCCEED, & ACHIEVE

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Gramercy Hill West

Through funding from the U.S. Department of Education, Lone Star College – North Harris is empowering Hispanic students to Connect to the campus community, Acclimate to the rigors of academic life, Succeed and self-improve for the duration of their academic career, and Achieve and compete in college and beyond (CASA). This presentation will guide participants through a best-fit instructional initiative that is having a positive impact on improving preparedness and engagement of Hispanic students and increasing their persistence, graduation, and transfer rates.

- **Anne Albarelli,** Dean, Academic Affairs, Lone Star College - North Harris (TX)
- **Magdalena Mendoza-Starck,** Interim Vice President, Student Success, Lone Star College - North Harris (TX)

DISABILITY-INCLUSIVE CAREER AND APPRENTICESHIP RESOURCES

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Murray Hill East

During this session, staff from the Office of Disability Employment Policy and the Center for Advancing Policy on Employment for Youth will highlight resources to support inclusive career pathways. We will share a recent brief on career and technical education and disability inclusion; a blog series on inclusive community colleges pathways to careers; and policy and practice briefs and other inclusive apprenticeship resources.

- **Janet Brown,** Policy Advisor, Youth Team, U.S. Department of Labor (DC)
- **Elise Gurney,** Senior Policy Analyst, Center for Advancing Policy on Employment for Youth, U.S. Department of Labor (DC)
EXPANDING PATHWAYS TO CREDENTIALS

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Murray Hill West

Efforts of postsecondary institutions to embed “stackable” credentials aligned with industry requirements into certificate and degree programs are helping students progress along the education continuum while earning credentials with labor market value. Learn more about the Office of Career, Technical, and Adult Education’s national initiative and the resources available to align your CTE programs of study with pathways to credentials.

**Erin Berg**, Community College Program Specialist, U.S. Department of Education (DC)


FINDING MONEY WHEN THERE IS NONE

- **Focus Area:** Institutional Operations
- **Location:** Regent

Lakeshore Technical College created the Grant Council to facilitate the strategic direction of the college on applying for grant opportunities. The Grant Council is a decision-making authority on grant prospecting for both short-term and long-term planning that aligns with the college’s vision and strategic direction. Through the planning, the college has been able to secure diversification of funding and increase external funding to support new initiatives.

**Paul Carlsen**, President, Lakeshore Technical College (WI)

**Shauna Nischik**, Executive Director of Grants, Lakeshore Technical College (WI)

**Tanya Wasmer**, Vice President of Strategy and Outreach, Lakeshore Technical College (WI)

OCEAN COUNTY COLLEGE’S UNIQUE ONE-STOP DRIVES ENROLLMENT

- **Focus Area:** Recruitment and Retention
- **Location:** Beekman

Ocean County College outperformed average community college new student enrollment by 20% for fall 2020 and 4% in fall 2021. Readmit enrollment increased 22% for fall 2021. These results were driven by Ocean’s unique one stop, The HUB—a combination of programs, systems and services that expedite front-end enrollment tasks while proactively engaging prospective students through email, text, and phone calls as well as in-person. The HUB also drove significant increases in student satisfaction on college-wide surveys. Come learn how these results were achieved at Ocean.

**Sheenah Hartigan**, Executive Director of Enrollment Services, Ocean County College (NJ)

**Gerald Racioppi**, Vice President of Student Affairs, Ocean County College (NJ)

POLITICS AND PHOTOGRAPHY: THE LIBERAL ARTS IN DIGITAL SPACES

- **Focus Area:** Teaching and Learning
- **Location:** Gramercy Hill East

Presenters demonstrate the value and effectiveness of interdisciplinary collaboration in digital spaces. In spring 2021, Monroe Community College professors brought photography and political science students together to explore the concept of community through images and text. Photography students curated, digitally projected, and photographed archival images onto spaces linked to local historical figures and movements. Political science students conducted research and composed essays accompanying the photographs. The project engaged the local community, connected to High Impact Educational Practices through collaboration, and promoted the liberal arts programming at the college.

**Jasna Bogdanovska**, Associate Professor of Photography, Monroe Community College (NY)

**Joseph Scanlon**, Assistant Professor of Political Science, Monroe Community College (NY)
TRANSFORMING DIFFICULT CONVERSATIONS: LEADING WITH EQUITY IN MIND

- **Focus Area:** Campus Climate and Crisis Management
- **Location:** Sutton South

Empathy, connection, and courage are essential to becoming an effective leader. Similar leadership values are helpful to promote diversity, equity, and inclusion (DEI) initiatives as well as to recognize and remove barriers that get in the way. The Adjunct Faculty Support Office at College of DuPage facilitates honest and difficult conversations related to diversity, equity, and inclusion through book talks, teaching circles, and workshops. Join us as we tell our story of support for one individual to campus-wide and community collaboration.

**Nathania Montes,** Dean of Student Affairs, College of DuPage (IL)

**Sonia Watson,** Interim Assistant Dean, Adjunct Faculty Support, College of DuPage (IL)

3:00 – 4:30 PM

SPEED NETWORKING AND CUSTOM RAY-BAN SUNGLASS FITTING

*(PRE-REGISTRATION REQUIRED)*

- **Location:** Rhinelander Gallery South

Speed networking brings together leaders and companies in an environment where a series of 5- to 7-minute mini-meetings take place. Participating CEOs and vice presidents will receive a custom Ray-Ban fitting and free sunglasses.

3:30 – 4:30 PM

AACC PRESIDENT AND CEO’S RECEPTION FOR 2022 LEADERSHIP AWARD RECIPIENTS

*(BY INVITATION)*

- **Location:** Conrad Hilton Suite

4:00 – 4:45 PM

★ RESEARCH HOT-TAKE
BREAKING THE STALEMATE: HOW INSTITUTIONS ARE OVERCOMING OUTDATED ADVISING MODELS

- **Focus Area:** Student Success
- **Location:** Gramercy East

As community colleges scale student-centric support models, they often discover “untouchable” policies and procedures that prevent progress toward an ideal student experience. Optimizing faculty and staff roles to achieve holistic student support often means redefining responsibilities and processes, but inflexible cultural norms and entrenched administrative silos can stall momentum on even the best strategy. Join this session to learn how schools are working to overcome these stall points through cross-unit collaboration and innovation to build a truly student-centric advising infrastructure for today’s students.

**Christina Hubbard,** Senior Director, Strategic Research, EAB (VA)
RESEARCH HOT-TAKE
HOW DID BROWARD COLLEGE SOLVE FOR EQUITY GAPS IN STUDENT ACHIEVEMENT?

- **Focus Area**: Closing Equity and Achievement Gaps
- **Location**: Bryant

In a three-year study designed to measure the effectiveness of evidence-based teaching on student outcomes, Broward College found that the passing gap between Pell-eligible and non-Pell-eligible students was eliminated, and the completion gap was closed for Black students in courses taught by faculty who were certified in Effective College Instruction. Leaders from Broward will walk through the equity outcomes research, share the steps they took to engage faculty in the impactful work, and provide a look into their future path toward student success and equity.

Lisa Burgess, Associate Professor, Broward College (FL)
Jeffrey Nasse, Provost and Senior Vice President, Academic Affairs, Broward College (FL)

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RESEARCH & INSIGHTS: WHAT COMMUNITY COLLEGE STUDENTS SAY THEY NEED TO BE SUCCESSFUL IN 2022

- **Focus Area**: Student Success
- **Location**: Gramercy Hill West

In this session, Barnes & Noble College (BNC) experts will share the latest data, insights, and trends related to community college students. The discussion will center on evolving student demographics and needs, with a particular focus on value and what they are looking for from their institution to be successful. Join us for this deep dive, which will cover timely topics such as top causes of stress and anxiety; ability and willingness to access college resources for mental health and wellbeing; academic concerns and the desire for academic services support; the increasing importance of career planning.

Ken Wincko, Vice President of Marketing, Insights & Brand Partnership, Barnes and Noble College (NY)
LEAD...LEARN...INNOVATE “FLEX TO THE FUTURE”

- **Focus Area:** Teaching and Learning
- **Location:** Murray Hill East

Ocean County College has taken the unprecedented circumstances of the pandemic to re-imagine higher education and transition to HyFlex where content is delivered in both virtual and in-person environments simultaneously. We began a phased-in approach to support a longer term learning journey gathering critical feedback to ensure success. This approach has created the opportunity for us to reflect on lessons learned and move forward with best practices. The HyFlex model will serve as our guide to incorporate multiple modality choices for our students.

**Kristie Fisher**, Chancellor, Iowa Valley Community College District

CATCHING UP WITH CAPITOL HILL: A FEDERAL LEGISLATIVE UPDATE

- **Focus Area:** Student Success
- **Location:** Regent

Join the federal advocates for community colleges as they bring you up to speed on the latest developments in Washington, D.C., that affect your institution. The session will cover important legislation in the areas of higher education, workforce development, federal funding, immigration, and more. Important, new Dept. of Education regulations will also be covered.

**David Baime**, Senior Vice President for Government Relations, American Association of Community Colleges (DC)

**Jim Hermes**, Associate Vice President, Government Relations, American Association of Community Colleges (DC)

**Carrie Warick-Smith**, Vice President, Public Policy, Association of Community College Trustees (DC)

STUDENT IN CENTER STAGE: ONE PORTAL WITH 2 HIGHER ED. INSTITUTIONS

- **Focus Area:** Recruitment and Retention
- **Location:** Beekman

Institutions of higher education produce volumes of transfer and articulation agreements. Activation of these agreements relies heavily on student initiative and research, often with less than optimum results. In Ohio, Franklin University and Edison State Community College partnered to develop a transfer portal that removes transfer barriers and shifts the research, course details, and cost analysis from the student to the colleges. The portal functions in a new dimension of real-time, concurrent, and individualized feedback to the student simultaneously from two institutions.

**Bill Chan**, Senior Vice President, Strategic Alliances, Franklin University (OH)

**Doreen Larson**, President, Edison State Community College (OH)
THE COLLEGE PAY OFF: IS COLLEGE REALLY WORTH IT?

- **Focus Area:** Student Success
- **Location:** Sutton North

Attendees will have a quick review of the current data related to the value of a college education viewed through the lens of cost versus the value not only in monetary terms but also lifestyle and intrinsic rewards. Currently, enrollments at all levels of higher education are dropping and it seems that the public is no longer convinced that a college education is the yellow brick road to success. The ways to counteract this trend will be presented in terms of student success.

**David Devier,** President, Glen Oaks Community College (MI)

TRANSFORMING DEI IN COMMUNITY COLLEGES: A NATIONAL PERSPECTIVE

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Nassau West

Over the past year a number of community colleges have committed to ensuring diversity, equity, and inclusion (DEI) are fundamental components of their institutional policies and procedures. Community college leaders also have acknowledged that strategic reform is needed to address inequities in higher education. AACC's director of diversity, equity and inclusion will present an overview of what the association learned from its member colleges while focusing on opportunities for DEI strategies and institutional reform.

**Kevin Christian,** Director, Diversity, Equity and Inclusion, American Association of Community Colleges (DC)

TURNING A WHALE IN A BATHTUB: A STRATEGIC FOCUS ON RETENTION

- **Focus Area:** Student Success
- **Location:** Sutton South

Improving retention for two-year colleges is like turning a whale in a bathtub. It seems impossible, it seems messy, and it requires a collaborative effort. Learn how Hennepin Technical College (HTC) has made incremental changes to start turning the whale by changing the culture to focus on equity-minded practices resulting in a 4% increase in retention.

**Mark Johnson,** Academic Dean, Hennepin Technical College (MN)

**Jessica Lauritsen,** Vice President of Student Affairs, Hennepin Technical College (MN)

VIRTUAL WELDING AND ITS IMPACT ON HANDS-ON LEARNING ACHIEVEMENTS

- **Focus Area:** Institutional Operations
- **Location:** Nassau East

Hear Kansas State University and WSU Tech discuss how they teamed up to understand and implement a new approach to welding education that impacted not only WSU Tech's students but also their recruitment and enrollment. This session will showcase a case study designed to measure the quantifiable impact of this new approach on overall programs, why they felt changes were needed, the importance of integrating technology into CTE and welding labs, and how other schools can use their data to replicate these successes.

**Jason Scales,** Business Manager, Education, Lincoln Electric (OH)
**Jonathan Ulmer,** Professor, Kansas State University (KS)

**Sheree Utash,** President, Wichita State University Campus of Applied Sciences & Technology (KS)

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**5:00 – 6:30 PM**

**EDMUND J. GLEAZER, JR. OPENING LECTURE**

- **Location:** Grand Ballroom

**6:30 – 7:30 PM**

**EXCLUSIVE EXHIBIT HOUR AND AACC ANNUAL OPENING RECEPTION**

- **Location:** Promenade and 2nd Floor East and South Corridors

**7:30 – 8:30 PM**

**PRESIDENTS WELCOME RECEPTION**

HOSTED BY THE NATIONAL JUNIOR COLLEGE ATHLETIC ASSOCIATION (NJCAA)

- **Location:** Americas Hall II
Find your next community college job on the AACC Job Board
AACC member institutions can post jobs for just $255 by using coupon code members2022.
Check it out at jobs.aacc.nche.edu
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| 7:00 – 8:30 AM | **AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY COLLEGES (AAWCC) ANNUAL AWARDS BREAKFAST**  
  - **Location:** Mercury Ballroom |
| 7:00 AM - 5:00 PM | **CONVENTION REGISTRATION OPEN**  
  - **Location:** East and West Promenade – 2nd Floor |
| 7:15 – 8:30 AM | **NATIONAL ASIAN PACIFIC ISLANDER COUNCIL (NAPIC) BREAKFAST MEETING**  
  - **Location:** Rendezvous Trianon |
| 8:00 – 9:30 AM | **AACC AND ACCT JOINT EXECUTIVE COMMITTEES MEETING**  
  (BY INVITATION)  
  - **Location:** East |
| 8:00 – 10:00 AM | **EXCLUSIVE EXHIBIT HOURS**  
  - **Location:** Promenade and 2nd Floor East and South Corridors |
| 8:00 – 11:00 AM | **AACC COMMISSION ON STRUCTURED PATHWAYS**  
  (BY INVITATION)  
  - **Location:** Hilton Board Room |
| 10:00 – 10:45 AM | **A FRAMEWORK FOR RECONCILIATION AT LONG BEACH CITY COLLEGE**  
  - **Focus Area:** Closing Equity and Achievement Gaps  
  - **Location:** Concourse E  
  How can community colleges meaningfully work toward dismantling racism? What does it mean to champion intersectional equity? In June 2020, Long Beach City College adopted a Framework for Reconciliation, modeled on South African President Nelson Mandela’s Truth and Reconciliation Commission. The framework consists of four steps: acknowledging racism; listening to accounts and experiences of racial injustice; convening stakeholders to evaluate feedback and shape reform; and catalyzing action via short-, medium-, and long-term solutions.  
  *Herlinda Chico*, Board Vice President, Long Beach City College (CA)  
  *Mike Munoz*, Superintendent-President, Long Beach City College (CA)  
  *Uduak-Joe Ntuk*, Board President, Long Beach City College (CA) |
A STUDENT SUCCESS GAME-CHANGER: EXPLORING FLEXIBLE NEW EDUCATIONAL MODEL

Focus Area: Student Success
Location: Concourse D

Today’s economy is a game-changer, requiring flexible learning models customized to adult learners. Kentucky’s 16 community and technical colleges planned for months with 100 faculty and staff to reimagine a new academic model aligning competency-based learning to the future of work. The outcomes were tremendous. A new Field Guide is available describing the process, organization, and lessons learned. This systemwide effort to be more responsive to student and employer needs was a major turning point. Key system and college leaders will share their journey.

Greg Feeney, Provost, Bluegrass Community & Technical College (KY)
Harmony Little, Executive Director of Credentialing Strategies, Kentucky Community & Technical College System

EMPLOYEE WELLNESS MATTERS: LAUNCHING “BE WELL BERGEN”

Focus Area: Campus Climate and Crisis Management
Location: Sutton South

One of many pivots that Bergen Community College initiated during the pandemic was the launch of “Be Well Bergen.” Initiatives in the rollout include focusing on holistic well-being: fitness, nutrition, stress management, sleep, disease prevention, financial and spiritual wellness. Be Well Bergen is designed to provide opportunities for employees to realize better health, well-being, and happiness leading to increased levels of personal and institutional performance. Improving the total well-being of our employees will result in higher levels of professional engagement and, ultimately, student success.

Cheryl Shelton, Chief Technology Officer, Mott Community College (MI)
Beverly Walker-Griffea, President, Mott Community College (MI)
Jason Wilson, Vice President, Student Academic Success, Mott Community College (MI)

A VISIT FROM A HACKER: TURNING CRISIS INTO TRANSFORMATION

Focus Area: Campus Climate and Crisis Management
Location: Murray Hill East

’Twas the night before Christmas, when all through Mott’s house not a person was stirring, but there was one louse. Our lights, computers, and other IT had been turned off with care. We were dreaming of a good holiday rest and left unaware. An unknown entity was trying to create a mishap: a hacker entered the MCC computer system, oh crap!

Cheryl Shelton, Chief Technology Officer, Mott Community College (MI)
Beverly Walker-Griffea, President, Mott Community College (MI)

FIVE-YEAR FINANCIAL MODELING AND STRATEGIC PLANNING

Focus Area: Institutional Operations
Location: Regent

Knowledge of finances and financial modeling are essential skills for successful community college leaders. Lone Star College, one of the largest community colleges in the country, has developed a Five-Year Financial Planning Model that incorporates expected revenues and proposed expenditures and the long-term implications of financial decisions. The model enables administrators, boards, faculty, and staff to discuss operations in a strategic, transparent, and thoughtful manner. This session includes interactive displays and discussion and provides participants with the model.

Stephen Head, Chancellor, Lone Star College System (TX)
Jennifer Mott, Chief Financial Officer, Lone Star College (TX)
HUMAN CAPITAL STRATEGY

- **Focus Area:** Institutional Operations
- **Location:** Gramercy Hill East

Lakeshore Technical College redefined the onboarding process for new employees to facilitate new employees to better understand the college’s culture and also to form a relationship with the college leadership team. The onboarding process begins prior to the new employee starting and continues through the first three months with orientation, college leadership mentor program, and professional development learning support. In addition, the college implemented the Lakeshore Leadership Development Institute to develop emerging leaders within the college.

*Polly Abts, Vice President of Student Success, Lakeshore Technical College (WI)*

*Brenda Riesterer, Vice President of Administration, Lakeshore Technical College (WI)*

*Tanya Wasmer, Vice President of Strategy and Strategy, Lakeshore Technical College (WI)*

LIVING THE COMMITMENT TO RACIAL JUSTICE AT OUR COMMUNITY COLLEGES

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Gramercy Hill West

MiraCosta College established a commitment to becoming a racially just organization in 2019. Learn how the college has sustained comprehensive efforts to enhance equity and student outcomes through transforming how we think of our students, data access and impact, hiring, cultural assessment, and professional learning. Results are rolling in and the synergy between efforts is paying off. Come prepared to learn, share, and support colleagues within the session in addressing equity and achievement gaps.

*Sunita Cooke, Superintendent/President, MiraCosta College (CA)*

*Luke Lara, Faculty, Counseling and Academic Senate President, MiraCosta Community College (CA)*

*Christopher Tarman, Dean, Research, Planning & Institutional Effectiveness, MiraCosta Community College (CA)*

ORGANIZATIONAL CHANGE FOR ONLINE LEARNING SUCCESS

- **Focus Area:** Student Success
- **Location:** Concourse F

During this session we will present the organizational changes that took place at Wake Tech between 2015 and 2020 to improve student success in online courses. Participants will learn what the college did to improve student and faculty preparedness for online learning, how the college made the changes, the results on student performance, and the extent to which the changes were systematized. The session will equip participants with practical lessons learned as they consider revamping online learning on their own campuses.

*Carrie Bartek, Executive Director, College Initiatives and Assessment, Wake Technical Community College (NC)*

*R. Scott Ralls, President, Wake Technical Community College (NC)*

*Carol Cutler White, Assistant Professor, Community College Leadership, Mississippi State University, Department of Educational Leadership*

PRE-APPRENTICESHIP BOOTCAMP: RE-ENVISIONING TRAINING PATHWAYS

- **Focus Area:** Recruitment and Retention
- **Location:** Nassau West

Work is changing and talent acquisition looks a bit different now in this current pandemic world. With employers finding it harder than ever to hire, and community colleges looking for innovative ways to drive enrollment and student retention, Pima Community College had to think outside the box. We pivoted and developed new ways to serve our stakeholders and to meet the needs of employers and industry partners, underserved populations, and our community. We will share ideas and a replication toolkit.

*Rebecca Abel, Program Manager, Employer Engagement and Career Services, Pima County Community College District (AZ)*

*David Dore, President of Campuses and Executive Vice Chancellor, Pima County Community College District (AZ)*

*Denise Kingman, Director Employer Engagement and Career Services, Pima County Community College District (AZ)*
QUEER STUDENTS’ OF COLOR SENSE OF INCLUSION AT COMMUNITY COLLEGES

- **Focus Area:** Campus Climate and Crisis Management
- **Location:** Concourse B

The purpose of this session is to describe queer students’ of color (QSOC) sense of inclusion in community colleges using qualitative methodology. Prior research studies have examined the experiences of QSOC in higher education but seldom have focused on community colleges. Data from semi-structured interviews showed that there are many experiences on community colleges that impact QSOC sense of inclusion. This session will illustrate strategies that can help community college faculty, staff, and administrators create inclusive environments for their QSOC.

Cliff Haynes, Clinical Associate Professor, University of Florida
Lindsay Lynch, Clinical Assistant Professor and LEAD Ed.D. Program Coordinator, University of Florida
Niraj Wagh, Professor of Mathematics, Valencia College (FL)

RENEW, REIMAGINE, REINVIGORATE: BY DESIGN

- **Focus Area:** Institutional Operations
- **Location:** Sutton North

Recognizing the need for organizational change is critical for the on-going health and wellness of an institution. Successfully guiding an organization through change is a crucial leadership skill. In this session, participants will experience how Lone Star College - Tomball implemented a change model based on design thinking concepts that addressed three major areas: organizational structure, finances, and shared leadership. Reasons for the change, how faculty and staff were engaged in the process, and the quantifiable and qualitative outcomes of LSC-Tomball By Design (TBD) will be shared.

Christina Hagerty, Vice President of Instruction, Lone Star College – Tomball (TX)
Lee Ann Nutt, President, Lone Star College - Tomball (TX)

RESPONDING TO COVID WITH REMOTE READY BOOTCAMPS

- **Focus Area:** Teaching and Learning
- **Location:** Nassau East

As the threat of COVID-19 became increasingly clear in March 2020, community colleges across the nation sought ways to ensure continuity of instruction for students. At the Alamo Colleges District (ACD), this necessitated a multi-departmental approach to ensure that faculty across five colleges could teach remotely. This resulted in the creation and dissemination of Remote Ready Boot Camps (RRBC) to approximately 3,000 faculty members. This session explores the collaboration and impact of RRBCs, and serves as an exemplar for enterprise-wide faculty development in a crisis.

Scott D’Amico, Faculty Development Lead, Alamo Colleges District (TX)
Carmen Mercedez, Director of Instructional Professional and Organizational Development, Alamo Colleges District (TX)
Bobbie Myatt, Faculty Development Specialist, Alamo Colleges District (TX)

RURAL COLLEGE PROMISE: IMPROVING ACCESS AND ECONOMIC DEVELOPMENT

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Beekman

Attendees will learn how harnessing the collective impact of economic development can bolster the creation of Promise programs in rural communities which lead to population retention/attraction, business retention/attraction, and a developed workforce. This presentation will examine the challenges rural students and communities face and how the successful implementation of a Promise program can remedy those issues and create economic vitality. Attendees will learn to identify the economic benefits of having a Promise program in a rural community and how to create a Promise program.

Lori Cortez, Dean of Advancement, Sauk Valley Community College (IL)
David Hellmich, President, Sauk Valley Community College (IL)
Taking the Lead – Advancing Education for Beauty Professionals

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Concourse A

COVID-19 taught us the significance that beauty professionals have on our lives, yet the importance of their profession is often dismissed. LEAD ROLFS Global Institute, Mesa Community College, Maricopa Corporate College, Arizona State University, and L’Oréal USA collaborate to provide a transformative higher education experience for local, national, and global beauty professionals. Our concierge approach leverages prior learning credit to provide an affordable, game-changing degree program. Available anywhere, this revolutionary educational pathway is designed to elevate the next generation of beauty professionals, leaders, and innovators.

**April Orr**, Manager of Enrollment Concierge Services, Maricopa Community Colleges (AZ)

**Francis Tesmer**, Co-Owner and CEO of ROLFS Global and Rolfs Salon of the Future (AZ)

**Michael Voss**, Dean of Instruction, Career and Technical Education, Mesa Community College (AZ)

11:00 – 11:45 AM

A Partnership in Purpose: The Making of the Make It Movement

- **Focus Area:** Recruitment and Retention
- **Location:** Concourse G

Hear about a partnership in purpose that is using marketing as a force for good to inspire and motivate young people to discover their passions and show them a path to a whole new world of high-skill, high-income careers. You’ll get a first-hand look at the new Make It Center at Austin Community College—a place where individuals of all ages and their families can come for the ultimate interactive career exploration experience, exposing them to career pathways they may have never considered before.

**Richard Rhodes**, Chancellor, Austin Community College District (TX)

**Roy Spence**, Co-Founder/CEO, The Purpose Institute (TX)

Accelerating Economic Development in the Middle of a Pandemic

- **Focus Area:** Student Success
- **Location:** Nassau West

This session will examine the ways in which Patrick & Henry Community College served and continues to function as a critical cog of the region’s economic development wheel which successfully recruited major employers to the community during the midst of the global pandemic. Alignment of programs with regional labor demands and the eradication of the traditional divide between “academic” and “workforce” credentials will be examined. The community’s “Economic Renaissance” and the college’s ability to position itself in this work will be presented.

**James Hodges**, President, Patrick & Henry Community College (VA)

Advancing New Models of Community College and Employer Partnerships

- **Focus Area:** Student Success
- **Location:** Murray Hill East

To address enrollment declines, ensure a strong and equitable economic recovery in a pandemic, and meet local and regional evolving workforce needs, employer partnerships with community colleges are being redefined and reimagined. Join fellow community college leaders in a roundtable to hear about innovative models of employer partnership and engagement, and share and learn from one another about emerging practices. Highlights of employer partnership landscape research led by Strada Education Network will be shared, along with support opportunities for community colleges innovating on employer partnerships.

**Natasha Jankowski**, Senior Fellow, Community Colleges, Strada Education Network (IN)

**Melissa Leavitt**, Director of Research, Strada Education Network (IN)

**Elaine Leigh**, Post Doctoral Fellow, Research, Strada Education Network (IN)
ASSESS AND ADDRESS: MARKETING THROUGH AN EQUITABLE LENS

- **Focus Area**: Institutional Operations
- **Location**: Gramercy Hill East

Joliet Junior College launched a communications audit in 2020 to assess the college’s brand and marketing collateral for consistency, access, and equity. The results were transformative. The key takeaway? Don’t just remove unknown acronyms and jargon that create unintentional barriers, but use a quantitative tool to ensure reading levels and language across platforms are written at an appropriate level for the audience you’re looking to engage. Learn how JJC operationalized this practice, along with other content, brand, and design guidelines, across the institution.

**Judy Mitchell**, President, Joliet Junior College (IL)
**Kelly Rohder-Tonelli**, Executive Director, Communications and Marketing, Joliet Junior College (IL)

BREAKING THE FOURTH WALL

- **Focus Area**: Teaching and Learning
- **Location**: Concourse E

No more “sage on the stage!” Faculty development and engagement activities can support faculty interaction and learning to break through the fourth wall of the classroom in any instructional modality. This session will provide examples of faculty-led professional development and engagement activities that contribute to ongoing quality improvement in teaching and learning as well as support of faculty for an abrupt shift to online learning and implementation of five instructional modalities: Flex, Hybrid, Synchronous Online, Asynchronous Online, and Face-to-Face.

**Laura Ortiz**, Dean for Faculty Development and Engagement, Waubonsee Community College (IL)

**CEO of the Year Nominee**: 
**Christine Sobek**, President, Waubonsee Community College (IL)

**Dale P. Parnell Distinguished Faculty and Faculty of the Year Nominee**: 
**David Voorhees**, Professor of Earth Science and Geology, Waubonsee Community College (IL)

CULTURE EATS STRATEGY FOR BREAKFAST, LUNCH, AND DINNER

- **Focus Area**: Campus Climate and Crisis Management
- **Location**: Beekman

As a new president arriving on campus and following an initial listening tour, it became evident that campus climate and culture needed some attention before launching into intensive college planning. Yavapai College engaged in a collegewide professional development effort that focused on understanding individual and collective mindsets and working toward an outward orientation that focuses employees on others’ needs, challenges, desires and the humanity of others to turn the tide toward achieving an aggressive strategic plan.

**Rodney Jenkins**, Vice President for Community Relations, Yavapai College (AZ)
**Lisa Rhine**, President, Yavapai College (AZ)

ENHANCING STUDENT SUCCESS THROUGH A HOLISTIC COACHING METHODOLOGY

- **Focus Area**: Student Success
- **Location**: Clinton

Onondaga Community College (OCC) shares how they enhanced student success across campus by adopting a holistic coaching methodology. They trained and certified staff members in a holistic student engagement model that provides a continuity of care for students across institutional functions. One outcome of this approach is the increased level of individual support staff can provide to students. Rather than referring students to other departments, OCC staff are now able to better support student requests directly, providing a much more student-ready experience.

**Megan Fillman**, Strategic Partnership Director, InsideTrack (OR)

**Naomi Stewart Kerlin**, Assistant Director of Coaching & Support Services, Onondaga Community College (NY)
FROM CRISIS COMES OPPORTUNITY

- **Focus Area:** Campus Climate and Crisis Management
- **Location:** Sutton South

COVID-19 turned higher education upside down, sending campus communities online amid unprecedented academic, personal, and financial crises. While tempting to focus on the difficulties, the pandemic has planted seeds for long-lasting, positive change and growth. Academia was sent back to class, forcing us to learn new ways to keep our students enrolled, engaged, and on track. We will focus on lessons learned, tools, and systems we’ve developed that should remain as mainstays of our campuses even after we emerge from the grips of the pandemic.

Michael Baston, President, Rockland Community College (NY)

HIGH-IMPACT PRACTICES IN GENERAL EDUCATION TO PROMOTE EQUITY

- **Focus Area:** Teaching and Learning
- **Location:** Murray Hill West

High-Impact Practices (HIPs) are utilized in the classroom to boost student success, engagement, and retention, particularly for minoritized students. As the Community College of Baltimore County (CCBC) sought to expand use of HIPs into the student experience, they were infused into highly enrolled general education courses as these are taken by all degree-seeking students. Infusion in these courses achieved significant increases in student success and retention metrics. Achievement gaps were reduced in some HIPs-infused courses.

Dallas Dolan, Assistant Dean of Faculty Training and Development, Community College of Baltimore County (MD)

Jennifer Kilbourne, Dean of Curriculum and Assessment, Community College of Baltimore County (MD)

HOW DIVERSITY, EQUITY, AND INCLUSION CHANGES THE COLLEGE LANDSCAPE

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Concourse F

As the 2021 receipt of the American Association of Community Colleges Award for Excellence in Advancing Diversity, Joliet Junior College is changing the institutional landscape through our diversity, equity, and inclusion efforts. This session will provide the audience actionable and foundational strategies for building DEI into an institutional structure. Using the college's strategic plan, along with culture competency training and other initiatives, Joliet Junior College has seen exponential growth in the areas of cultural awareness and building ally resources to support student success.

 Escortina Ervin, Executive Director of Diversity, Equity, Inclusion and Compliance, Joliet Junior College (IL)

Yolanda Farmer, Executive Vice President, Joliet Junior College (IL)

INSTITUTIONAL PARTNERSHIPS AS A STRATEGY FOR STUDENT SUCCESS

- **Focus Area:** Student Success
- **Location:** Gibson

In the current environment, many institutions realize that they would do better for students by working in deep partnership with others. This session will explore two such partnerships—The “Collaborative for Higher Education Shared Services” in New Mexico and “Commit to Flint, A Cooperative Project of Charles Steward Mott Community College and the University of Michigan-Flint”—and their connection to student success. The audience will hear about the real-world opportunity and challenge of partnership, and will be invited to share and ask questions.

Kevin Asman, Assistant Vice President for Academic Affairs, Mott Community College (MI)

John MacIntosh, Managing Partner, SeaChange Capital Partners (NY)

Becky Rowley, President, Santa Fe Community College (FL)
INTEGRATING DATA COACHING TO SUPPORT EQUITY AND GUIDED PATHWAYS

- **Focus Area**: Closing Equity and Achievement Gaps
- **Location**: Concourse D

Riverside City College’s (RCC’s) Data Coaching program strengthens the use of data in student success, equity discussions, and the college’s Guided Pathways efforts for faculty, classified professionals, and administrators. This presentation provides an overview of this important foundational part of closing equity gaps, how the college is implementing the program, and successes as well as pitfalls to avoid.

Brandon Owashi, Director of Institutional Research, Riverside City College (CA)
Jo Scott-Coe, Associate Professor, English, Riverside City College (CA)
Ajené Wilcoxson, Professor, Business Administration, Riverside City College (CA)

MULTIPLE MEASURES FOR COURSE PLACEMENT AT A TRIBAL COLLEGE

- **Focus Area**: Closing Equity and Achievement Gaps
- **Location**: Rhinelander Gallery - North

Presenters will share issues relating to the implementation of multiple measures at the College of the Muscogee Nation and how this action supported Indigenous student success. Through our experience with standardized testing, a critical need surfaced on the importance of student course placement utilizing a variety of indicators (first-time college student, high school GPA and grades in subjects, ACT Residual, Accuplacer, faculty developed proficiency test/recommendation) so that additional consideration can be given to variables that may affect a student’s capacity to perform college-level coursework.

Monte Randall, President, College of the Muscogee Nation (OK)
Krystal Wind, Dean of Student Affairs, College of the Muscogee Nation (OK)

ROI THROUGH INNOVATION: CREATING A BUSINESS INCUBATOR/ACCELERATOR

- **Focus Area**: Institutional Operations
- **Location**: Concourse A

Demonstrating your institution’s ROI to the total community is more important than ever. Increasingly, economic development is central to a community college’s mission and to regional stakeholders. College of DuPage launched Innovation DuPage, a collaborative business incubator/accelerator that brings together public and private resources to support startups and emerging businesses. A brief history of the incubation movement and its intersection with higher education as well as an exploration of the unique position community colleges offer in hosting business incubators and accelerators will be presented. Several models and examples will be reviewed while providing a behind-the-scenes look at the creation of Innovation DuPage.

Joe Cassidy, Assistant Vice President Economic Development, Dean of Continuing Education, College of DuPage (IL)

REBUILDING TEXAS COMMUNITY COLLEGES FROM THE CORE

- **Focus Area**: Closing Equity and Achievement Gaps
- **Location**: Nassau East

During the 87th Texas Legislature, the Texas Association of Community Colleges (TACC) advanced SB 1230, establishing the Commission on Community College Finance. The commission will make recommendations for the 88th Texas Legislature to establish a state funding formula sufficient for sustaining viable community college education. This session will focus on the genesis, purpose, and expected outcomes of this newly established commission, along with what factors led to its creation and the implications of failure if recommendations are not enacted.

Jacob Fraire, President/CEO, Texas Association of Community Colleges
Mark Escamilla, President, Del Mar College (TX)
REIMAGINING STUDENT SUPPORT:
DEVELOPING A STUDENT SUPPORT CENTER

- **Focus Area**: Student Success
- **Location**: Madison

Reimagining how support strategies operate within the college structure is the guiding principle in West Kentucky Community & Technical College’s development of a dedicated academic support center. Building upon previous successes, the Student Support Center (SSC) provides academic support strategies that collaborate across units to advance student success. Uniting the first-year experience course, tutoring, expanded success coaching, and supplemental instruction within the center removes “siloing” of major retention efforts. SSC also collaborates with other campus-wide retention and student success efforts to integrate these goals into the campus culture.

**Tyra Frick**, Director of the Student Success Center, West Kentucky Community & Technical College

**Kate Senn**, Associate Vice President of Academic Affairs, West Kentucky Community & Technical College

SECRET SHOPPING THE APPLICATION EXPERIENCE

- **Focus Area**: Recruitment and Retention
- **Location**: Concourse B

Have you ever wondered how long it takes a student to apply to your school or what are the roadblocks to a new student being able to register for classes? Of course you have; we have all struggled with this. Delta College decided to do something different and enlisted the help of Ellucian’s Managed Services division to gather data on the application process at Delta College and other community colleges in the state.

**Adam Dickinson**, Chief Information Officer, Delta College (MI)

SUPPORTING STUDENTS THROUGH
THE INTERSECTION OF WORK AND LEARNING

- **Focus Area**: Student Success
- **Location**: Sutton North

The majority of community college students work while attending college, and many work because their financial situations dictate that they do so. Yet, working and attending college concurrently can be a struggle for students. This session will highlight why focusing on the needs of the working learner matters when it comes to strengthening student success. Hear about the experience of working learners from a CCCSE national report and learn how intentional Southcentral Kentucky Community and Technical College has been to support these students toward completion.

**Linda Garcia**, Executive Director, Center For Community College Student Engagement (TX)

**Phillip Neal**, President & CEO, Southcentral Kentucky Community & Technical College

THE IMPORTANCE OF SOCIAL MEDIA
FOR COLLEGE PRESIDENTS

- **Focus Area**: Campus Climate and Crisis Management
- **Location**: Regent

In this moderated panel discussion, three sitting college presidents will share how they leverage social media channels—in very different ways—to build their brand and lead their college through the pandemic. Each will share how they use their platforms to engage their students, community and business stakeholders, donors, internal faculty and staff. They will discuss the strategies and platforms used to increase communications, share their vision for the college, and how that has impacted their success as president.

**Leigh Goodson**, President, Tulsa Community College (OK)

**Tonjua Williams**, President, St. Petersburg College (FL)

**Daria Willis**, President, Howard Community College (MD)
USING TEXTS TO RE-ESTABLISH RELATIONSHIPS FOR UNENGAGED STUDENTS

Focus Area: Recruitment and Retention
Location: Gramercy Hill West

Engaging with applicants, current students, drop-outs, and stop-outs has become more difficult as students are flooded with emails and phone calls. This presentation will outline the steps that Ivy Tech Community College has taken to utilize text messaging as a way to meet our students where they are, re-establish relationships with them, and bring students back to the college to earn their degree. In this presentation we will share outcomes of the messaging, including student engagement and registration activity.

Sarah Cleveland, Assistant Vice President of Enrollment Strategy, Ivy Tech Community College (IN)
Esthela O’Neill, Assistant Vice Chancellor of Student Affairs, Ivy Tech Community College – Bloomington Campus (IN)

12:00 - 2:00 PM

HAIL AND FAREWELL LUNCHEON AND AACC ANNUAL BUSINESS MEETING (TICKET REQUIRED)
Location: Grand Ballroom

1:45 - 3:00 PM

EXCLUSIVE EXHIBIT HOURS
Location: Promenade and 2nd Floor East and South Corridors

2:15 – 3:15 PM

AACC PRESIDENT AND CEO’S DIALOGUE WITH NEW CEOS (BY INVITATION)
Location: East
CREATING COLLABORATION DURING A CRISIS

- **Focus Area**: Campus Climate and Crisis Management
- **Location**: Nassau East

This session will address how our program helped community partners during the COVID pandemic by creating an extern position for our students. This position assisted the overworked licensed therapists in the field, and allowed our students to care for patients in a clinical setting while completing the respiratory program. Creating a collaboration between our program and community partners strengthened our profession and helped to eliminate healthcare staff fatigue.

*Tracey Schartz*, Program Director – Respiratory Faculty, Gateway Community College (AZ)

CULTURALLY RESPONSIVE STRATEGIES FOR STEM HIGHER EDUCATION

- **Focus Area**: Closing Equity and Achievement Gaps
- **Location**: Concourse E

Audience will learn delivery options that address the unique needs of students, not just in terms of more creative instructional modes and scheduling, but also in terms of cultivating an environment that welcomes and builds on the benefits afforded to institutional culture by such diversity. Faculty will learn ways to apply principles of cultural awareness, intergroup dialogue, and culturally relevant teaching practices to impact both in-classroom and out-of-the-classroom learning.

*Maya Byfield*, Culturally Responsive Strategies for Reforming STEM Higher Education, Seminole State College of Florida

DEVELOPING A ONE COLLEGE CULTURE

- **Focus Area**: Student Success
- **Location**: Concourse G

The One College Culture is defined in this model as one where an institution strategically thinks about its programs and services to provide all students (credit and non-credit) with equitable opportunities for student success; ensuring that the definition of student success includes academic and career success as key components. LAGCC’s Stakeholders including leaders across the divisional areas of Academic Affairs, and Adult Continuing Education & Workforce Development and Career Services will share how the One College Culture Model can be employed to enhance student success at the systemic level.

*Sunil Gupta*, Vice President of Adult Continuing Education & Workforce Development, LaGuardia Community College (NY)

ECONOMIC RENEWAL: BUILDING A HEALTHY ECONOMY

- **Focus Area**: Recruitment and Retention
- **Location**: Murray Hill East

This session will describe a framework that identifies low-wealth families and intentionally connects them to jobs, training and support services. Utilizing a technology-based tool to demonstrate the alignment of three networks: employers, job-seekers and providers. We will discuss how disparate communities in four regions across the Commonwealth of Virginia are implementing the framework to rebuild a post-pandemic economy.

*Frank Squillace*, Director, Network2Work@PVCC, Piedmont Virginia Community College

*Ridge Schuyler*, Founder, Network2Work@PVCC, Piedmont Virginia Community College

ENROLLMENT MANAGEMENT IN THE TIME OF COVID

- **Focus Area**: Recruitment and Retention
- **Location**: Nassau West

This session will describe methods used, including analytics, to recruit and retain students through the COVID pandemic. The methods are both structural and personal, built on a firm foundation of coupling analytics with communications at Lone Star College-Montgomery. Specific strategies for identifying groups for tailored communication will be shared, based on shared characteristics discovered in student data. Student survey data that guided strategy will also be shared.

*De’Reese Reid-Hart*, Vice President, Instruction, Lone Star College – Montgomery (TX)

*Rebecca Riley*, President, Lone Star College – Montgomery (TX)
EXCELLENCE THROUGHOUT THE GENERATIONS: UNDERSTANDING & VALUING GENERATIONAL DIFFERENCES

- **Focus Area:** Teaching and Learning
- **Location:** Sutton North

At work and in the classroom, generational differences can affect everything, including recruiting, building teams, dealing with change, motivating, managing, and teaching. Think of how generational differences, relative to how people communicate, might affect misunderstandings, high employee turnover, difficulty in attracting employees and gaining employee commitment. Each generation has distinct attitudes, behaviors, expectations, habits and motivational buttons. Research indicates that people communicate based on their generational backgrounds. Learning the differences can eliminate misunderstandings in the workplace, and enhance learning in the classroom.

Susan Looney, President, Reading Area Community College (PA)

EXPANDING THE TRI-C ACCESS MISSION IN THE COMMUNITY

- **Focus Area:** Recruitment and Retention
- **Location:** Gramercy Hill West

Expansion of our access mission in the community with strategic partnerships led to opening of multiple access centers in distressed communities; development of industry and employer job hubs and connection with city based municipalities. These community-based partnerships helped us to create a different access point for outreach, recruitment and completion of college credit, short term and in-demand credentials/certificates and was designed to meet college recruitment goals.

Andrew Cox, Executive Director, Cuyahoga Community College (OH)

Janice Marshall, Vice President, College Pathway Programs & Community Connections, Cuyahoga Community College (OH)

INTEGRATION OF VIRTUAL REALITY (VR) IN WORKFORCE CURRICULUM

- **Focus Area:** Teaching and Learning
- **Location:** Concourse D

Virtual Reality (VR) technology is actively being incorporated in education and training fields due to its potential of creating an immersive learning environment that situates students in an interactive three-dimensional space where they have the flexibility to practice skills, respond to contents in context, and interact with peers in problem-solving situations. A line of research supports the notion that people internalize their virtual experiences and consider them as real. The VR technology is especially helpful for students with learning disabilities.

Ruben Duran, Director of XR Lab & Studio, Houston Community College System (TX)

Muddassir Siddiqi, President, Houston Community College – Central Campus (TX)

LEADING CHANGE WITH AN EQUITY LENS

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Concourse A

The community college mission is access for all; however, many of our colleges have structures, people and processes in place that make equitable access and success a challenge. Attendees in this session will be provided a roadmap for leading transformational change designed to create an equity-centered institution. With a focus on the AACC leadership competencies coupled with change management principles, transformation at every level of an institution can occur and will lead to improved student outcomes when implemented with intentionality.

Kimberly Beatty, Chancellor, Metropolitan Community College (MO)
MADE OF HOPES AND DREAMS - STUDENT HOUSING AS AN EQUITY MEASURE

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Sutton South

“A house is made of bricks and beams. A home is made of hopes and dreams.” For more than twenty years, San Juan College dreamed of building on-campus student housing. Now, widespread awareness of the housing insecurity experienced by a significant number of community college students, has moved the case for student housing to a priority for the college’s equity measures. This presentation will tell of a house that will not be huffed and puffed and blown down.

**Boomer Appleman**, Vice President of Student Services, San Juan College (NM)

**Edward DesPlas**, Executive Vice President, San Juan College (NM)

**Toni Pendergrass**, President, San Juan College (NM)

MICRO-PATHWAYS: A GATEWAY TO COMMUNITY COLLEGE TRANSFORMATION

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Murray Hill West

Pima Community College joined the inaugural cohort of the Education Design Lab’s Community College Growth Engine Fund (CCGEF) design accelerator to create micro-pathways in partnership with employers and regional stakeholders as pathways to economic mobility. Consisting of two or more stackable credentials and embedded 21st century skills, micro-pathways represent employer validated, rapid skills-focused on-ramps to greater entry-level job wages, upward mobility, and continuous educational attainment. Find out how Pima is using micro-pathways as the gateway to community college transformation.

**Kathleen deLaski**, Founder & CEO, Education Design Lab (DC)

**Lee Lambert**, Chancellor, Pima County Community College District (AZ)

MAKING NON-CREDIT PROGRAMS A ROUTE TO UPWARD MOBILITY

- **Focus Area:** Institutional Operations
- **Location:** Gramercy Hill East

The session will examine non-credit programs offered by community colleges and present strategies to make them more effective in fostering upward mobility. National research concerning the number, nature, strengths and limitations of these programs will be presented along with Wake Technical Community College’s strategies for integrating non-credit programs into broader career pathways and positive workforce outcomes. Public policy issues associated with the programs as well as prospects for enhancing their support will be briefly explained.

**David Baime**, Senior Vice President for Government Relations, American Association of Community Colleges (DC)

**R. Scott Ralls**, President, Wake Technical Community College (NC)

**Michelle Van Noy**, Director, Education and Employment Research Center at the School of Management and Labor Relations at Rutgers (NJ)

TAPPING THE POWER OF OPEN EDUCATIONAL RESOURCES AS AN EQUITY TOOL

- **Focus Area:** Teaching and Learning
- **Location:** Rhinelander Gallery – North

As an essential tool for equity and student success, Open Educational Resources (OER) can be transformative, delivering benefits beyond cost savings. Our college’s OER program has grown to 128 sections of 46 courses. As a result, students have more money to cover basic needs or enroll in more courses. They have access to books prior to the start of classes regardless of financial status and faculty are free to create material that is culturally relevant, locally grounded, and speaks to the equity work that is unique on every campus.

**Grace Mah**, Associate Dean, Online Learning and Instructional Innovation, Bunker Hill Community College (MA)

**Richard Sebastian**, Director, Open and Digital Learning, Achieving the Dream, Inc. (MD)
THE PANDEMIC’S DISRUPTION IS HELPING US “BE” OUR STRATEGIC PLAN

- **Focus Area:** Institutional Operations
- **Location:** Gibson

Across America colleges continue to navigate critical issues. From advancing diversity, equity, and inclusion to the complexities of change management and the work of effectively meeting students’ needs there are no easy ways to move forward. We will provide an overview of how the pandemic’s disruption provided us with opportunities to engage the campus community in advancing growth, including a campus-wide diversity, equity, and inclusion professional development program, and is supporting the change process involved in our work to “be” the College’s Strategic Plan.

David Clickner, Vice President for Strategic Initiatives & Planning, Schenectady County Community College (NY)
Steady Moono, President, Schenectady County Community College (NY)

BUILDING BRIGHTER FUTURES FOR LATINX STUDENTS THROUGH DUAL CREDIT

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Regent

South Texas College (STC) has a student population that is 95% Latinx and partners with 21 school districts to provide academic and workforce dual credit opportunities within its two service counties. The college’s Dual Credit Programs focuses on closing the equity and achievement gap through various initiatives and activities to support partnering school districts and the community. The audience will learn how STC continuously evaluates its programs to create a seamless transition while maximizing student success from high school to college matriculation, thus transforming the community.

Rebecca De Leon, Dean for Dual Credit Programs and School District Partnerships, South Texas College
Anahid Petrosian, Interim VP, Academic Affairs, South Texas College

COLLABORATING TO EQUITY: INNOVATING FOR DUAL ENROLLMENT SUCCESS

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Nassau East

This session highlights how San Antonio College (SAC) is closing equity gaps for minoritized students at low income high schools through dual enrollment. By integrating recruiting, faculty leadership, academic support, and advising using an “all-in” cross-college model, SAC has increased successful course completion for dual enrollment students to over 95%. The presentation will cover the integrated model, the approach to recruiting from high schools with low or no dual enrollment, and the processes created for supporting students in partnership with faculty, advisors, and counselors.

Tiffany Hernandez, Interim Vice President for Student Success, San Antonio College (TX)
COMMUNITY COLLEGE PRESIDENTS’ INITIATIVE – STEM

- **Focus Area**: Recruitment and Retention
- **Location**: Murray Hill East

The Community College Presidents Initiative in Science Technology Engineering and Math (CCPI-STEM) aims to galvanize, enlighten, and inspire community college leadership including college presidents, board members, and vice presidents to promulgate and support local, state, and regional STEM Education, National Science Foundation Advanced Technological Education funding, and Workforce Development on their campuses.

George Boggs, President and CEO Emeritus, American Association of Community Colleges (CA)

Clayton Railey, Executive Vice President/Provost for Teaching, Learning and Student Success, Prince George’s Community College (MD)

DARE TO BE EXTRAORDINARY – ASPEN 2021 AWARD

- **Focus Area**: Student Success
- **Location**: Nassau West

In an ever-changing environment, creating opportunities for campus-wide data discovery and reflection on our mission have kept our continuous improvement process evolving. Learn about how continuous improvement and processes including Baldrige Excellence Framework, PDCA, and 4 Disciplines of Excellence guided the journey to recognition by Aspen Foundation. This presentation will share how San Antonio College (SAC) developed, launched, and transformed its assessment process through reflection on Key Performance Indicators, Learning Assessment, Strategic Planning, and Unit Review; and how we adapted to the virtual environment.

Francisco Solis, Dean of Performance Excellence, San Antonio College (TX)

Robert Vela, President, San Antonio College (TX)

EVERY DREAM MATTERS: IMPROVING THE FIRST YEAR EXPERIENCE

- **Focus Area**: Student Success
- **Location**: Gramercy Hill East

San Antonio College, 2021’s Aspen Prize winner, recently refined their case management advising model to provide a more intentional focus on the first-time-in-college (FTIC) students. Serving as advisor, coach, mentor, facilitator and collaborator, the first-time-in-college advising team provides critical support to these students during the first year of their academic journey. Strategies implemented for improving overall success among this student group, current data, and lessons learned will be shared.

Fidel Bém, Director of Advising, San Antonio College (TX)

Christina Horton, Interim Dean for Student Success, San Antonio College (TX)

FROM STRATEGIC PLANNING TO STRATEGIC DOING – AGILE IMPROVEMENT

- **Focus Area**: Institutional Operations
- **Location**: Concourse A

This presentation will use an interactive approach to show how our institution took a traditional strategic planning process and revolutionized it into an approach that was more inclusive and network-based to get more accomplished. In the past, while the process included all the elements of strategic planning, there was struggle to get plans and ideas implemented. By embracing the concept of “Strategic Doing,” based on a book by the same name, we are excited to share our new and improved process and results.

Michelle Baragona, Vice President of Instruction, Northeast Mississippi Community College

Amber Nelms, Director of Institutional Effectiveness, Northeast Mississippi Community College

Craig Sasser, Executive Vice President, Northeast Mississippi Community College
INCREASING STUDENT SUCCESS WITH COMMUNITY AND BUSINESS ENGAGEMENT

- **Focus Area:** Student Success
- **Location:** Gramercy Hill West

Students enroll at community colleges to learn and earn credits to transfer and prepare them for the workforce. Community and business leaders are looking for employees to support their services. This session will provide details on how community college leaders representing urban, suburban, and rural community colleges successfully communicate across sectors to strengthen the workforce pipeline for students and employers.

James McCaslin, Provost, Southcentral Kentucky Community & Technical College
Gerald Napoles, Vice Chancellor/Interim President, Lone Star College – Cy Fair
Phillip Neal, President & CEO, Southcentral Kentucky Community & Technical College

OUR STORIES: AMERICAN IDENTITY AND ME

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Concourse E

This fall, we hosted “Our Stories: American Identity and Me,” a conference at the Korean Community Center in Tenafly, NJ in collaboration with our college’s Institute of Multicultural Learning and Phi Theta Kappa honor society. This conference helped to break the wall of silence Asian American women face in their education, and demonstrated that their voices are needed in higher education. In this presentation, we will share our experiences behind the conference and share reflections on how to enact community-based learning with nontraditional student populations.

Mi Ahn, Professor/Faculty Director of the Institute for Multicultural Learning, Bergen Community College (NJ)
Anna Gergen, PTK & Honors Coordinator, Bergen Community College (NJ)

RE-IMAGINING THE DUAL ENROLLMENT MINDSET

- **Focus Area:** Recruitment and Retention
- **Location:** Murray Hill West

During this discussion, best practices will be shared from across the country from the “The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students” on using dual enrollment to improve equitable access for high school students and better prepare students for academic success. As a participant in Community College Research Center’s (CCRC) study of innovative dual enrollment programs, we will show how Lorain County Community College increased socioeconomic mobility through academic and workforce partnerships.

Marcia Ballinger, President, Lorain County Community College (OH)
Trimeka Benjamin, President & CEO, Swim Digital Group (FL)
Davis Jenkins, Senior Research Associate, Columbia University – Teachers College – Community College Research Center (NY)

REVISIONING PERKINS PROCESSES TO ALIGN WITH STRATEGIC PRIORITIES

- **Focus Area:** Institutional Operations
- **Location:** Sutton South

This presentation will outline how San Antonio College redesigned its process for allocating federal Carl D. Perkins Career and Technical Education Act funding to better align with the college’s strategic priorities. The new process asks programs to analyze student demographic and labor market data to determine how the funds can promote equitable outcomes and upward social mobility. The process has been collaborative and agile by design and has stimulated larger conversations about the role of these programs within the college and community.

Savithra Eratne, Director of Institutional Research, San Antonio College (TX)
Jonathan Lee, Interim Dean for Academic Success, San Antonio College (TX)
Tyler Savage, Workforce Development Support Specialist, San Antonio College (TX)
SHIFTING THE CULTURE: A SPOTLIGHT ON ASSESSMENT

- **Focus Area:** Teaching and Learning
- **Location:** Concourse B

The Committee on Learning Outcomes Assessment was established to formalize, strengthen, and advance assessment efforts at the institution. Despite COVID-19, the committee’s work has resulted in a culture shift with faculty participation rates increasing and a 48% increase in the number of courses mapped to essential learning outcomes. Tools such as on-demand trainings, and an internal assessment institute have supported these efforts. This session provides an overview of our journey to a deliberately designed culture of assessment, inclusive of best practices and interactive scenarios.

**Holly Craider**, Director, College Information & Enrollment Support Center, Cuyahoga Community College – Unified Technology Center (OH)

**Lindsay English**, Assistant Provost & Vice President, Learning & Engagement, Cuyahoga Community College (OH)

STRATEGICALLY DEEPENING EMPLOYER ENGAGEMENT FOR TECHNICAL PROGRAMS

- **Focus Area:** Student Success
- **Location:** Concourse D

Learn about the benefits to students and employer partners of two colleges that have deepened employer engagement for technical programs college wide. Chief Academic Officers representing colleges of different sizes, demographics, and industry sectors will share challenges faced, implementation strategies deployed, and resulting return on investment for employer partners and students. Both colleges will discuss how their institutions’ adoption of the Business & Industry Leadership Team (BILT) model has completely changed their outlook on strategic employer engagement.

**Ann Beheler**, Director of Innovation, Center For Occupational Research & Development (TX)

**Sheri Litt**, Provost & Vice President of Academic Affairs, Florida State College at Jacksonville

**Phillip Witt**, Associate Vice President, Career & Technical Education, Crowder College (MO)

STRATEGICALLY LEADING FACULTY ADOPTION OF TECHNOLOGY FOR STUDENT

- **Focus Area:** Teaching and Learning
- **Location:** Sutton North

Faculty success leads to student success. To advance innovation in student learning, the adoption of relevant and appropriate instructional technology is critical. Increased attention has been given to faculty development and its effect on student success in traditional, online and professional education. Attendees will gain strategies to ignite and infuse faculty development programs and how college leaders can better support the needs of faculty.

**Zarina Blankenbaker**, President, Tarrant County College – Northwest Campus (TX)

**Carlos Morales**, President, Tarrant County College District - TCC Connect (TX)

TEACHING AND LEARNING INITIATIVE: A CASE STUDY

- **Focus Area:** Teaching and Learning
- **Location:** Concourse G

This session explicates the case study of a Teaching and Learning strategic initiative implemented for the 70+ faculty members at Hocking College. The strategic goals included increasing opportunity for faculty collegiality and offering relevant professional development related to teaching and instructional practices to enhance learning. This project began in the 2021-22 academic year, and participants’ progress are assessed and surveyed at various points of the project timeline. The case will be analyzed to generate discussion about teaching and learning strategies at other institutions.

**Shah Hasan**, Executive Director, Strategic Initiatives, Hocking College (OH)

**Betty Young**, President, Hocking College (OH)
VISITING FACULTY PROGRAM: A GATEWAY TO STUDENT RETENTION

- **Focus Area**: Student Success
- **Location**: Rhinelander Gallery - North

The year-long Visiting Faculty Program focuses on supporting student learning in on-campus classes with the goal of increasing retention. Visiting faculty projects target five program areas: Student Advocacy, Diversity & Inclusion, Proactive Communication, Persistent Communication, and Outreach to Special Populations. Preliminary results indicate improvement in student engagement in the classroom as well as tutoring and open labs. Based on averages since the beginning of the pandemic, fewer students stopped attending classes or withdrew from class and course completion with grades of C or better increased.

Karen Saenz, Faculty, Psychology, Houston Community College System (TX)

5:00 – 7:00 PM

AACC DALE P. PARNELL RECEPTION RECOGNIZING DISTINGUISHED FACULTY
(TICKET REQUIRED)
- **Location**: Trianon Ballroom

NISOD AND DIVERSE RECEPTION
- **Location**: Americas Hall I

5:30 – 7:30 PM

PRESIDENTS ROUND TABLE RECEPTION
- **Location**: Rendezvous Trianon

6:00 – 9:00 PM

NATIONAL COMMUNITY COLLEGE HISPANIC COUNCIL (NCCHC) RECEPTION
- **Location**: Rhinelander Gallery - Center

AACC MURDER MYSTERY DINNER (ATTENDANCE BY DRAWING)
- **Location**: Mercury Ballroom

7:30 PM – 9:00 PM

CORPORATE DINNER (PRE-REGISTRATION REQUIRED)
- **Location**: Trianon Ballroom
6:45 – 8:45 AM
PHI THETA KAPPA PRESIDENTS BREAKFAST
- Location: Rhinelander Gallery - South

7:00 – 8:30 AM
PRESIDENTS ROUND TABLE BUSINESS MEETING AND BREAKFAST
- Location: Rendezvous Trianon

7:00 AM – 4:00 PM
CONVENTION REGISTRATION OPEN
- Location: East and West Promenade – 2nd Floor

7:30 – 10:30 AM
EXCLUSIVE EXHIBIT HOURS
- Location: Promenade and 2nd Floor East and South Corridors

10:45 – 11:45 AM
BIRDS OF A FEATHER TABLE TOPICS
- Location: Americas Hall I

12:00 – 12:45 PM
AN INTERVENTION RETURN ON INVESTMENT TOOL FOR COMMUNITY COLLEGES
- Focus Area: Student Success
- Location: Concourse C

MDRC has created an intervention return on investment tool that enables community college administrators to estimate the costs and revenues associated with implementing a new student success intervention (e.g., enhanced advising) at their college based on customized regional prices, college expenditures, tuition prices, and state funding models. We will first present an overview of the tool, the challenges that it addresses, and why it will benefit both institutions and students. We will then conduct a demonstration of the tool drawing on participation from the audience.

Austin Slaughter, Technical Research Associate, MDRC (NY)

APPRENTICESHIP: MENTORS MATTER-PCC’S TRAIN2RETRAIN WORKSHOPS
- Focus Area: Recruitment and Retention
- Location: Nassau East

Our Train2Retain program was born out of necessity. A pandemic was changing the way we did business so it was a natural pivot to onboard mentors and apprentices virtually. It became clear the mentors were not equipped for their new leadership roles. What we needed was a way to train the mentors on how to effectively mentor an apprentice, hence, Being an Effective Mentor training was developed.

Denise Kingman, Director Employer Engagement and Career Services, Pima County Community College District (AZ)
Adrienne Jones, Apprenticeship Program Coordinator, Pima County Community College District
Lee Lambert, Chancellor, Pima County Community College District (AZ)
EFFECTIVE LEADERSHIP IN A TIME OF SUSTAINED CRISIS

Focus Area: Campus Climate and Crisis Management
Location: Gramercy Hill West

When the decision was made to pivot Harper College to mostly remote learning and working in March 2020, the prevailing thought was there would be a return to campus in just a few weeks. Almost two years later, the college leadership team continues to prioritize health and safety while leading the college to fulfill its mission despite the ever-changing landscape of the pandemic. In this session, you will learn about effective leadership and the tools needed to lead in a sustained crisis.

Rob Galick, Executive Vice President of Finance and Administrative Services, William Rainey Harper College (IL)
Jeff Julian, Chief of Staff, William Rainey Harper College (IL)
Avis Proctor, President, William Rainey Harper College (IL)

FACULTY DRIVEN, STUDENT FOCUSED: OHIO’S STATEWIDE APPROACH TO OER

Focus Area: Teaching and Learning
Location: Gibson

Open Educational Resources (OER) open doors to access and affordability in higher education with faculty driven, student focused pedagogy. In 2017, a consortia of Ohio colleges and universities led by North Central State College united with the Ohio Open Ed Collaborative (OOEC) to address innovative teaching and learning practices with OER. Since then, over 115 Ohio faculty and librarians from community colleges, public and private 4-year universities have developed 23 high-enrollment OER course packages that are mapped to state transfer objectives.

Dorey Diab, President, North Central State College (OH)
Jack Hershey, President & CEO, Ohio Association of Community Colleges
Laura Rittner, Executive Director, Success Center, Ohio Association of Community Colleges

GRASSROOTS MARKETING TECHNIQUES THAT INCREASE HISPANIC ENROLLMENT

Focus Area: Recruitment and Retention
Location: Murray Hill West

According to the 2020 Census data, the growth in the Hispanic population in Texas grew by 2 million from last census. Hispanic Texans now make up 39.3% of the total population. At Lone Star College-Kingwood, our Hispanic student population has also grown from 25.2% in Fall 2012 to 44.1% in Fall 2021. As such, our marketing must be tailored to reach our growing Hispanic population. Successful marketing and engagement strategies will be discussed that have been instrumental in encouraging Hispanic families to pursue educational opportunities.

Melissa Gonzalez, President, Lone Star College-Kingwood, Lone Star College System (TX)

HELPING RURAL COMMUNITY COLLEGES ADJUST TO A POST-COVID WORLD

Focus Area: Institutional Operations
Location: Regent

This session will feature an overview of the recently published Rural Community College Leader Series. This series, produced by the Rural Leaders Learning Community (RLLC), explores how rural community colleges can best position themselves for long-term viability after the COVID-19 crisis. The six individual briefs in this series were written by teams of rural community college leaders for their colleagues in the field. The session will highlight the major issues facing colleges and share possible solutions.

Christopher Baldwin, Senior Fellow, National Center for Inquiry and Improvement (CT)
Joseph Schaffer, President, Laramie County Community College (WY)
CEO of the Year Nominee: William Seymour, President, Cleveland State Community College (TN)
IMPLEMENTING A STRATEGIC EXTERNAL STAKEHOLDER CONSTRUCT

- **Focus Area:** Institutional Operations  
- **Location:** Beekman

A successful external relations effort is all about building and harnessing relationships. More than 100 employees at South Louisiana Community College (SLCC) facilitated relationships with external stakeholders throughout the college’s multi-campus, multi-parish footprint. Matters quickly became chaotic without a strategic framework and process. New leaders at SLCC created an external relations plan and construct to cultivate accountability, understanding, and synergy with stakeholder efforts. Hear from SLCC’s chancellor and vice chancellor of external affairs on how its college moved from chaos to coordination to optimize stakeholder engagement.

Lana Fontenot, Vice Chancellor for Institutional Advancement and External Relations, South Louisiana Community College (LA)  
Vincent June, Chancellor, South Louisiana Community College (LA)

LEVEL UP: A CAMPAIGN TO RECOVER STUDENTS AFFECTED BY COVID-19

- **Focus Area:** Recruitment and Retention  
- **Location:** Concourse B

The interruption of high school students’ postsecondary education plans due to COVID-19 is a troubling trend that has been particularly severe among low-income, African American and Hispanic students. To address this, Cuyahoga Community College (Tri-C®) and Cleveland State University (CSU) joined forces in early 2020 to recruit or re-enroll students from the Cleveland Metropolitan School District (CMSD) and inner-ring suburban high schools who either postponed or stopped their education during the pandemic. The partnership focused on 5,000-6,000 potential students who were most affected by COVID-19.

Jenny Febbo, Vice President, Integrated Communications, Cuyahoga Community College (OH)  
Angela Johnson, Vice President, Access & Completion, Cuyahoga Community College – Metropolitan Campus (OH)

OUR JOURNEY TO CREATING A CULTURE AROUND MARKETABLE SKILLS

- **Focus Area:** Teaching and Learning  
- **Location:** Sutton South

This session will contextualize San Antonio College’s process for teaching and assessing marketable skills throughout the curriculum. Over several years, various initiatives have merged into a process through which the college centralizes marketable skills throughout students’ pathways and continues to refine how they are assessed and recognized. This process continues to spark innovation, particularly around issues using data to address achievement and equity gaps, and how the college prepares its students for future success.

Jonathan Lee, Interim Dean for Academic Success, San Antonio College (TX)  
Rosalind Ong, Coordinator of Measurement and Evaluation, San Antonio College (TX)  
Dehlia Wallis, Associate Professor of Psychology, San Antonio College (TX)

PREPARING FACULTY FOR SYNCHRONOUS INSTRUCTION AND ASSESSMENT

- **Focus Area:** Teaching and Learning  
- **Location:** Concourse E

With more classes being offered in a synchronous remote modality, a clear need arose to provide professional learning opportunities for faculty. Northern Virginia Community College (NOVA) developed and a High Quality Remote Synchronous (HQRS) framework and training that addressed both technical skills and pedagogical best practices for teaching online. In addition, an Authentic Assessment Institute (AAI) intended to help faculty reimagine assessment was conducted. This session will provide an overview of these efforts including outcomes and lessons learned.

Wm. Preston Davis, Director of Faculty Professional Development, Northern Virginia Community College  
Caryn Sever, Associate Director of Instructional Design, Northern Virginia Community College
PREPARING WORKFORCE OF THE FUTURE: AUTONOMOUS VEHICLE DRIVER/OPS

- **Focus Area:** Student Success
- **Location:** Concourse D

Pima Community College (PCC) experienced a challenge and an opportunity when a new autonomous trucking (AV) technology startup opened up shop in their city. Working through the myths, fears and realities of the impact of AV on the future of the truck driver, PCC collaborated with business and industry to develop a program for a job position that did not yet exist.

**Amanda Abens,** Dean of Workforce Development and Continuing Education, Pima Community College (AZ)

**Missy Blair,** Advanced Program Manager, Pima County Community College District (AZ)

**Jay Lau,** Adjunct Faculty/Partner Product Program Manager, Pima County Community College District (AZ)

REACHING NEW TRADITIONAL LEARNERS THROUGH GUIDED CAREER PATHWAYS

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Rhinelander Gallery North

Community colleges are making dramatic shifts in response to new demands from the economy, community, and learners. This session begins with a vision for change: Jobs for the Future’s new Guided Career Pathways framework. Participants will learn about the institutional changes needed to recruit, retain, and succeed with today’s learners through two evidence-based models: The Back on Track model builds pathways to employment for youth across the country; and Lorain County Community College’s Fast-Track program, a faster route to credentials, jobs and advancement for un/underemployed adults.

**Marcia Ballinger,** President, Lorain County Community College (OH)

**Jennifer Freeman,** Senior Director, Jobs for the Future (DC)

**Mamadou Ndiaye,** Director, Jobs for the Future (DC)

TEXAS’ CAREER-FOCUSED PATHWAYS ARE CLOSING ACHIEVEMENT GAPS

- **Focus Area:** Student Success
- **Location:** Concourse A

Scaling the Texas Pathways strategy has resulted in the largest and most equitable statewide gains in community college student outcomes in memory. Texas colleges are implementing structured academic and career pathways at scale that guide high schoolers and adults through the completion of high-quality credentials leading to in-demand careers with living wages. This session will describe the strategy’s evolution in response to the pandemic and the critical need to upskill and reskill workers and will highlight implementation efforts of several award-winning colleges.

**Cynthia Ferrell,** Vice President, Texas Success Center, Texas Association of Community Colleges

SHARED GOVERNANCE REDESIGN: ENGAGING STRENGTHS, ORGANIZING EXPERTS

- **Focus Area:** Campus Climate and Crisis Management
- **Location:** Gramercy Hill East

Clackamas Community College has engaged in a 24-month process to redesign its approach to shared governance. The journey has included significant investments of time and energy in reflection, learning from peer institutions, and creative collaboration among members of the college community. This session will summarize key milestones and findings, relay lessons learned, and give attendees some hands-on experience with some of the core strategies (e.g. ethnography, communities of practice, design thinking) that made the work possible.

**Jason Kovac,** Dean, Institutional Effectiveness and Planning, Clackamas Community College (OR)

**Justine Munds,** Librarian, Clackamas Community College (OR)

COMMUNITY COLLEGES TAKE CENTER STAGE 59
WE CAN DO THAT!: MOVING A TUTORING PROGRAM ONLINE

- **Focus Area**: Institutional Operations
- **Location**: Sutton North

We will be discussing three main points of moving a large tutoring operation that serves 13,000 students successfully into the virtual realm: 1) Training tutors to not only effectively work online, but training them how they can best help students learn online, 2) Creating a “Virtual Front-Desk” to assist students, and 3) Creating new pathways of helping students while online, such as implementing an asynchronous essay/paper assistance program using in-house technology with our own in-house tutors.

John Findura, Writing Center Supervisor, Bergen Community College (NJ)

Madhvi Shah, Mathematics Tutorial Supervisor, Bergen Community College (NJ)

12:00 – 1:15 PM

★ **SUPER SPOTLIGHT SESSION**

**A CONVERSATION WITH U.S. UNDER SECRETARY OF EDUCATION JAMES KVAAL**

- **Focus Area**: Institutional Operations
- **Location**: Concourse G

Mr. Kvaal will provide an overview of the Biden Administration’s higher education policies, including student financial assistance, workforce education, loan repayment, career pathways, accreditation, innovation, gainful employment regulation, and other topics. He will also discuss implementation of the Higher Education Emergency Relief Fund. Mr. Kvaal will also respond to attendees’ questions.

David Baime, Senior Vice President for Government Relations, American Association of Community Colleges (DC)

Walter G. Bumphus, President & CEO, American Association of Community Colleges (DC)

James Kvaal, Under Secretary, U.S. Department of Education (DC)

1:00 – 1:45 PM

**A FUTURES FOCUS TO BUILD JUST, EQUITABLE AND SUSTAINABLE FUTURES**

- **Focus Area**: Campus Climate and Crisis Management
- **Location**: Sutton South

Come learn how a college can thrive in these volatile, uncertain, complex, and ambiguous times through developing a futures focused community. MiraCosta College is the first community college in the nation to comprehensively and broadly apply a Futures Framework in creating just, equitable, and sustainable futures. Working with partners across the nation and world, MiraCosta hopes to lead the way in empowering colleges in building the futures we seek. Learn about the tools and skills that can help develop Futures mindsets.

Sunita Cooke, Superintendent/President, MiraCosta College (CA)

Luke Lara, Faculty – Counseling and Academic Senate President, MiraCosta Community College (CA)

Christopher Tarman, Dean – Research, Planning & Institutional Effectiveness, MiraCosta Community College (CA)

**ADVANCEMENT OF STUDENT-CENTERED EQUITABLE LEARNING AT SAN ANTONIO COLLEGE**

- **Focus Area**: Teaching and Learning
- **Location**: Gramercy Hill West

This session highlights how San Antonio College (SAC) is closing equity gaps for minoritized students through focused professional development aimed at providing faculty with the tools and resources to help students succeed. We did this by creating a new Teaching and Learning Center, providing opportunities for continuous improvement, and using a data informed model to identify high need areas. The presentation will cover the data informed model and approaches to identify which professional development sessions to support faculty in closing equity gaps in student success.

Joan Jaimes, Director of Teaching and Learning Center, San Antonio College (TX)
BUILDING INSTITUTIONAL CAPACITY USING STRATEGIC RESOURCE ALIGNMENT

- **Focus Area:** Institutional Operations
- **Location:** Murray Hill West

Like most community colleges today, the Monroe Community College (MCC) operating budget has not been immune to the effects of years of declining enrollment and a shortage of state funding for State University of New York (SUNY) public two-year colleges. This session focuses on operating under these realities while leveraging existing resources strategically and prudently under new presidential leadership to execute institutional priorities with laser-like focus on Mission while intentionally building institutional capacity for innovation through the realignment of human resources to meet current and future needs.

**DeAnna Burt-Nanna**, President, Monroe Community College (NY)

**Calvin Gantt**, Vice President, Diversity, Equity and Belonging & Executive Director Downtown Campus, Monroe Community College (NY)

CLOSING WAGE GAPS: ACADEMIC PROGRAMS SHARE BEST PRACTICES

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Concourse E

The Dallas College Research Institute is focused on the return on investment (ROI) for high-risk students. Academic programs from Dallas College yielding small or no wage gaps for their graduates were identified and researched using wage data, survey information and focus groups to determine common characteristics and best practice. Program faculty members, students, alumni, employers and other stakeholders were investigated to assess cultures of success in terms of student access, completion, and wages outcomes. High risk students were identified using variables of race, ethnicity and gender.

**Beatriz Joseph**, Vice Chancellor of Student Success, Dallas College (TX)

**Ben Magill**, Associate Vice Chancellor, Economic Opportunity, Dallas College (TX)

**David Mahan**, Executive Director, Research Institute, Dallas College (TX)

COLLEGE INSIDE - HOW TO IMPLEMENT SECOND CHANCE PELL

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Rhinelander Gallery - North

Chemeketa was one of the initial institutions to pilot the implementation of Second Chance Pell and the only in Oregon. Come learn the ins and outs of what we have learned. We will discuss the infrastructure needed, the partnership with your financial aid office, and rethinking processes based on access for College Inside students.

**Holly Nelson**, Executive Dean, Regional Education and Academic Development, Chemeketa Community College (WA)

**Ryan West**, Director, Financial Aid and Veteran Services, Chemeketa Community College (WA)

EMBRACING & SUSTAINING MALE STUDENTS OF COLOR

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Gibson

As community colleges seek to improve access and student success, statistics continue to haunt us, especially during the pandemic. Colleges have been challenged to provide successful and supportive learning environments for first generation, low income, uniquely impacted male students of color. Mt. San Antonio College developed an intrusive program effort addressing specific challenges our male students of color face in community colleges. Presenters will review MMI Mondays, MMI zoom and in-person retreats, workshops and strategies to address imposter syndrome, stereotype threat, code-switching, and identity development.

**Victor Rojas**, TRIO and Rising Scholars Director, Mt. San Antonio College (CA)

**Audrey Yamagata-Noji**, Vice President, Student Services, Mt. San Antonio College (CA)

**Derrick Young**, Adjunct Counselor, Mt. San Antonio College (CA)
ENROLLMENT IS EVERYONE’S JOB: A CROSS-COLLEGE MODEL FOR SUCCESS

- **Focus Area:** Recruitment and Retention
- **Location:** Sutton North

This session highlights how San Antonio College (SAC) is sustaining enrollment throughout a global pandemic by centering the management and accountability for recruiting and retention with a collaborative, cross-college team. By engaging faculty, enrollment and advising staff, marketing staff, and data analysts in a weekly enrollment huddle, SAC manages short- and long-term strategies through data review, ideation, implementing just-in-time strategies, and monitoring strategic enrollment strategies over time. Team members work with colleagues across the college to implement plans, provide feedback, and recommend new strategies.

Tiffany Hernandez, Interim Vice President for Student Success, San Antonio College (TX)

Stella Lovato, Vice President of College Services / Interim Vice Pres for Academic Success, Alamo Colleges District (TX)

Robert Vela, President, San Antonio College (TX)

HOW HACC IS ADDRESSING CHALLENGES OF COVID & MINORITY ENROLLMENT

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Concourse B

This presentation will share the 10 challenges and initiatives HACC has employed during the COVID-19 pandemic to address the enrollment decline of their students and communities of color.

John Sygielski, President, Harrisburg Area Community College (PA)

HOW INTERCOLLEGIATE PARTNERS ALIGN HIGHER EDUCATION & WORKFORCE TRAINING

- **Focus Area:** Student Success
- **Location:** Nassau West

Owens Community College partnered with northwest Ohio peers Bowling Green State University and the University of Findlay to develop the Center for Advanced Manufacturing and Logistics. This collaboration will offer workforce development ranging from certifications to degree-track curricula to internships, enhanced by relationships with economic development partners and regional employers such as Amazon, Honda and Peloton. Buoyed by public support, this intercollegiate alignment of workforce and education will strengthen our region’s professional pipeline. In this session, we’ll discuss how it came together—and where we’re headed.

Katherine Fell, Ph.D., President, University of Findlay (OH)

Mike Ogawa, Vice President for Research & Economic Engagement, Bowling Green State University (OH)

Dione Somerville, President, Owens Community College (OH)

MEASURING TUTORING’S FULL IMPACT ON STUDENT SUCCESS

- **Focus Area:** Student Success
- **Location:** Murray Hill East

This session will focus on different ways to measure the impact tutoring services has on student success. While traditional measures such as number of students served, number of repeat sessions, and length of tutoring session are helpful for staffing and planning purposes; they fall short of measuring the full impact tutoring can have on student success metrics. This session will look at a 3-year study conducted this past summer and the policy changes that sprang from the results of that study.

David Sweeley, Director of Assessment, Research, and Planning, Reading Area Community College (PA)
MOBILE LEARNING LAB: BRINGING EDUCATION TO THE COMMUNITY

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Concourse A

Learn how Mott Community College helped students overcome technology and transportation barriers by creating a state-of-the-art mobile advanced manufacturing lab designed to close equity and achievement gaps for underserved populations. In this session, participants will learn the college’s creative steps to make this vision a reality and how they can apply them at their own institution.

**Marcus Matthews**, Assistant Vice President, Workforce and Economic Development, Mott Community College (MI)

**Robert Matthews**, Associate Vice President, Workforce and Economic Development, Mott Community College (MI)

**Beverly Walker-Griffea**, President, Mott Community College (MI)

OUR VOICES: BLACK MALE CEO INSIGHTS ON LEADING WITH PURPOSE

- **Focus Area:** Institutional Operations
- **Location:** Regent

Out of necessity, community college executive leaders made significant operational changes in response to the COVID-19 pandemic, the economic ramifications of the public health crisis, and the need in the country to address systemic racism, which became even more evident after the murder of George Floyd. In this session, offering a unique perspective based on their lived experiences, Black male CEOs will discuss the operational changes implemented in response to the pandemic, economic challenges of their communities, and efforts toward advancing diversity, equity, and inclusion.

**Michael Baston**, President, Rockland Community College (NY)

**Lawrence Rouse**, President, Pitt Community College (NC)

**Willie Smith**, Chancellor, Baton Rouge Community College (LA)

REDESIGNING SATELLITE SITES INTO AN EQUITY-BASED BRANCH CAMPUS

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Concourse D

Lone Star College-Houston North, the seventh campus in the system, was developed to address completion disparities of students that reside in a southern section of the system’s 1,400 square mile service area. This area consists of several low-income and underrepresented communities. The branch campus, established in August 2019, restructured three existing satellite locations and added a fourth through a partnership with a church. By utilizing 8-week courses, faculty mentoring, wraparound services, and structured early alerts, the completion gaps of key student populations have been erased.

**Quentin Wright**, President, Lone Star College – Houston North (TX)

SCALING 8-WEEK TERMS TO INCREASE ENROLLMENT AND RETENTION

- **Focus Area:** Recruitment and Retention
- **Location:** Concourse C

Pioneered by Odessa College with support from Achieving the Dream, 8-week courses is a modality of instruction intended to serve students with quality instruction and simultaneously respond to students’ need for flexible time for work and family demands. Odessa College has leveraged 8-week courses to increase enrollment consistently since 2014, especially during the COVID-19 pandemic resulting in record enrollment increases in fall 2020 and fall 2021, 3% and 14% respectively. Students enrolled in 8-week courses have higher than average course completion and program persistence rates.

**Jonathan Fuentes**, Vice President for Academic Partnerships, Odessa College (TX)

**Kimberly McKay**, Vice President, Student Services & Enrollment Management, Odessa College (TX)

**Gregory Williams**, President, Odessa College (TX)
STUDENT SUCCESS IN HIGH CHALLENGE COURSES

- **Focus Area:** Student Success
- **Location:** Gramercy Hill East

This session addresses the process by which the number of high challenge math courses was reduced with the inclusion of wrap-around student services that includes in-person and remote tutoring opportunities. A calculator loan program was also instituted for all students. The in-person tutoring supports are in the form of embedded tutors in select courses. The Early Alert program is linked to tutoring services and embedded tutors receive certification, and a new Canvas shell allows for tutors and faculty to collaborate and share best practices.

Geraldo Guerra, Director of Academic Success Centers, San Antonio College (TX)

Mathew Kerns, Chair of Mathematics, Physics, Architecture, and Engineering, San Antonio College (TX)

Conrad Krueger, Dean of Arts and Science, San Antonio College (TX)

THE COMMUNITY COLLEGE BACCALAUREATE AN EVOLVING NATIONAL LANDSCAPE

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Nassau East

The community college baccalaureate (CCB) is a growing workforce innovation and 24 states allow community colleges to offer baccalaureate degrees in high demand fields. Now more than 145 community colleges offer 545 high-value bachelor’s degrees. This presentation focuses on the evolving state of CCB’s, and recent legislative action which expands baccalaureate opportunities. We explore highly enrolled programs, and how CCB’s respond to racial and economic gaps. The Community College Baccalaureate Association is conducting two major projects: a national inventory of colleges and degrees, and identification of promising practices.

Constance Carroll, President, California Community College Baccalaureate Association

Angela Kersenbrock, President, Community College Baccalaureate Association

VIBRANT HAWAII: COMMUNITY BASED APPROACH TO STUDENT SUCCESS

- **Focus Area:** Student Success
- **Location:** Beekman

As educators, we witness the complex challenges our students face in their efforts to persist and succeed. Community Colleges have a “kuleana,” or responsibility, to close these gaps and build a path for educational achievement. At Hawaii Community College, we understand the role of a community-based collective approach to student success. This session shares the journey for Hawaii (Big) Island to a movement called Vibrant Hawaii. What started as a poverty reduction movement has evolved into something more powerful in building community networks of support.

Rachel Solemsaas, Chancellor, Hawai‘i Community College

1:30 – 2:45 PM

★ SPOTLIGHT SESSION

AACC’S ARTIFICIAL INTELLIGENCE INCUBATOR NETWORK

- **Focus Area:** Teaching and Learning
- **Location:** Concourse G

AACC’s Artificial Intelligence Incubator Network is a collection of colleges seeking innovative strategy and delivery of on-campus labs, online teaching, and hybridized teaching of artificial intelligence skills to community college students. Join this session to learn lessons to date, and the industry-driven assets that can support your community.

Walter G. Bumphus, President and CEO, American Association of Community Colleges

Adam Garry, Senior Director for Education Strategy for North America, Dell (TX)

Steven Gonzales, Interim Chancellor, Maricopa Community Colleges (AZ)

Cristina Ortiz, Ai and Digital Readiness Programs, Global Government Affairs, Intel (CA)

Gabriela Rosu, Dean of Instruction, Chandler-Gilbert Community College (AZ)

Jen Worth, Senior Vice President, Academic and Workforce Development, American Association of Community Colleges (DC)
2:00 – 2:45 PM

A NEW AUDIENCE: COVID DISRUPTION AS AN ENROLLMENT ADVANTAGE

- **Focus Area:** Recruitment and Retention
- **Location:** Nassau East

The COVID pandemic caused middle- and upper-income families to rethink the standard migration from high school graduation to a four-year residential campus. Edison State used a 100% tuition waiver for high school graduates in our area to position our college as the preferred alternative to deferring college enrollment. Follow-up data on the students using the waiver document dramatic enrollment gains alongside sustained retention outcomes from this intervention. Edison State doubled the enrollment percentage of this sector and gained an enrollment foothold in this demographic.

Doreen Larson, President, Edison State Community College (OH)
Christopher Spradlin, Provost, Edison State Community College (OH)

BEYOND “SOFT” SKILLS: MCC’S INSTITUTE FOR THE HUMANITIES

- **Focus Area:** Teaching and Learning
- **Location:** Concourse D

Monroe Community College’s Institute for the Humanities (IFH) is a public humanities initiative that amalgamates scholarship, equity-consciousness, applied learning, and meaningful community engagement to provide high-quality humanities programming to the MCC and Rochester communities. This presentation explores the IFH’s role in effecting collaboration across disciplines, establishing community engagement as a meaningful form of scholarship, and positioning humanities education as a serious pathway for career preparation. Particular focus will be placed on programming that establishes intersections of art, humanities, technology, and social change within regional contexts.

Michael Jacobs, Dean, Humanities & Social Sciences, Monroe Community College (NY)

BROADENING THE MYOPIC LENS: THE CEO ROLE IN EFFECTIVE GOVERNANCE

- **Focus Area:** Campus Climate and Crisis Management
- **Location:** Murray Hill West

More than ever before, effective governance must be a covenant of shared work between the board and the president. The session will highlight highly functioning community college boards and will also focus on the essential and urgent questions presidents should be asking about their governance model, essential board conversations, and governance improvement strategies.

Rose Mercier, Program Director, Govern for Impact (Canada)
Daniel Phelan, President & CEO, Jackson College (MI)

CO-DESIGNING AN INTEGRATED ACCELERATED PATHWAYS WITH EMPLOYERS

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Rhinelander Gallery – North

Co-Designing an Integrated Accelerated Pathways Model with Employers and the Workforce Development System: Driving System Changes through the CUNY Community Colleges Consortium. CUNY’s Community Colleges Consortium will discuss the recently awarded $5M DOL Strengthening Community Colleges Training Grant Program. The Consortium will present an overview of the project, framework, theory of change, and strategies proposed to implement systemic changes within CUNY Workforce Development. The Consortium will also report the up-to-date progress.

Hui-Yin Hsu, Dean of Continuing Education and Workforce Development, Queensborough Community College (NY)
COLLEGE HERE & NOW: NARROWING THE IT WORKFORCE GAP

- **Focus Area**: Recruitment and Retention
- **Location**: Murray Hill East

College Here & Now® – entering its third year – provides rural high school students the opportunity to earn a college degree in IT without leaving their school or paying tuition. Discover how our growing number of partnerships are preparing students for in-demand careers with local earning potential of $52,000.

- **Paul Carlsen**, President, Lakeshore Technical College (WI)
- **Douglas Hamm**, Dean of Business and Technology, Lakeshore Technical College (WI)
- **Tanya Wasmer**, Vice President of Strategy and Strategy, Lakeshore Technical College (WI)

CREATING PIPELINES FOR FUTURE CLASSROOM TEACHERS

- **Focus Area**: Closing Equity and Achievement Gaps
- **Location**: Concourse E

In this session, participants will examine and discuss a recently developed 2 + 2 Articulation Agreement for K-6th Grade Teacher Education between Bergen Community College and a partnering state university. This model is a sustainable and replicable framework to support future teachers. Attendees will discuss how developing transfer frameworks is an equitable strategy that can help eradicate opportunity disparities for community college students.

- **Melissa Krieger**, Associate Professor, Bergen Community College (NJ)

EXCELLENT INSTRUCTORS AT LIGHTNING SPEED: NEW FACULTY ONBOARDING

- **Focus Area**: Institutional Operations
- **Location**: Concourse C

Community colleges rely heavily on part-time faculty. Ensuring quality instruction begins with an onboarding process that trains, mentors, and supports new faculty. This presentation will explain our process (including Covid adjustments) for ensuring faculty have the tools, information, and professional development needed to meet high expectations and excel during their first semester. We will provide an overview of success in our first-year seminar and how our process is being expanded campus-wide. We will share successes, discuss challenges, and provide resources adaptable to individual campus needs.

- **Julie Engel**, Interim Chair, San Antonio College (TX)
- **Kara Mowrey**, Adjunct Faculty, San Antonio College (TX)

HOW NACTC COLLEGES HAVE INCREASED ENROLLMENT DURING THE PANDEMIC

- **Focus Area**: Recruitment and Retention
- **Location**: Concourse A

Presenters will share strategies their colleges have used to increase enrollment and retention at a time when enrollments have declined across the country. Strategies include: the best practices of recruiting teams, block scheduling, guaranteed schedules, intrusive advising, mandatory success contracts and plans, and early alerts for at-risk students. These colleges are members of the National Alliance of Community and Technical Colleges, an alliance of colleges dedicated to facilitating the sharing of ideas and programs, emphasizing networking, problem solving, and joint development of new educational initiatives.

- **Ted Lewis**, Provost and Vice President of Academic and Student Affairs, Bluefield State College (WV)
- **Keith McLaughlin**, Provost and Executive Vice President, Morton College (IL)
NJCAA ATHLETICS – MAXIMIZING RECRUITMENT, RETENTION, & GRADUATION

- **Focus Area**: Recruitment and Retention
- **Location**: Beekman

Two-Year College Intercollegiate Athletics has proven to be a mechanism to recruit, retain, and graduate a significant cohort of students on all types of community college campuses. In addition, it helps diversify the student population both from a male to female ratio, as well as engages students of various races and ethnic backgrounds. This discussion explains just how NJCAA athletics operates to engage, retain, and graduate students nationally.

**Margaret McMenamin**, President, Union County College (NJ)
**Christopher Parker**, President/CEO, National Junior College Athletic Association (NC)

NOT YOUR TYPICAL PANDEMIC RECOVERY STORY

- **Focus Area**: Campus Climate and Crisis Management
- **Location**: Sutton North

A 30% enrollment increase, increased foundation assets, expanded dual enrollment, and secured facility investments in Fall 2021 is not your typical pandemic recovery story – but it is at Northshore Technical Community College. Learn more about their roadmap to recovery emerging from the pandemic and natural disasters, including how intensive “seed planting” prior to Covid provided rich opportunities for strengthened collaborations with all stakeholders. College leaders will share strategies in securing new facilities, advancing healthcare training, launching mobile learning labs, and more.

**Daniel Roberts**, Provost & Vice Chancellor of Academic Affairs, Northshore Technical Community College (LA)
**William Wainwright**, Chancellor, Northshore Technical Community College (LA)

PACE AT SALT LAKE COMMUNITY COLLEGE: STUDENT SUCCESS, EXTERNAL SUPPORT

- **Focus Area**: Closing Equity and Achievement Gaps
- **Location**: Sutton South

PACE (Partnership for Accessing College Education) was designed to increase college participation and graduation rates by recruiting 9th-12th grade cohorts at five local high schools. SLCC’s PACE scholarship program targets first-generation college students from economically disadvantaged areas who attend racially diverse schools with low college enrollment rates. PACE high school graduates earn a two-year scholarship to SLCC, Utah’s only comprehensive community college. Part of the presentation will explore the anniversary fundraising campaign that positioned PACE for its next decade of service.

**Karah Altman**, Director, Foundation Relations, Salt Lake Community College (UT)
**Thanhtung Thantrong**, Director, TRIO and PACE Programs, Salt Lake Community College (UT)

PREPARING FOR THE UNEXPECTED: ACADEMIC CONTINUITY PLANNING & COVID

- **Focus Area**: Institutional Operations
- **Location**: Gramercy Hill West

What is “readiness,” and how do community college leaders prepare to ensure the continuation of mission critical activities of teaching and learning in the event of a chronic emergency? This session explores the results of a recent national study designed to assess community colleges’ readiness to maintain mission-critical activities of teaching and learning in response to Covid-19. The research examined Chief Academic Officers’ perceptions of community colleges’ preparedness and their reflections on what components are essential for effective academic continuity planning.

**Darci Cather**, Vice President of Academic Affairs, Shawnee Community College (IL)
INCARCERATED STUDENTS

- Focus Area: Closing Equity and Achievement Gaps
- Location: Gramercy Hill East

California Community Colleges are serving 14,000 students on transferrable degree-granting pathways in 35 prisons, mostly in face-to-face courses. Learn how California built the work with a statewide focus, which we argue is critical to student success and long-term sustainability. This session will identify common challenges faced by community colleges teaching in prisons across the country and will engage the audience in brainstorming the pros and cons of various responses guided by the lessons learned in California.

Aisha Lowe, Vice Chancellor, Educational Services and Supports, California Community Colleges Chancellor’s Office
Rebecca Silbert, Senior Director, California Community Colleges

RESKILLING/UPSKILLING ADULTS THROUGH MICRO-CREDENTIAL INNOVATION

- Focus Area: Student Success
- Location: Nassau West

With pandemic-induced urgency, community colleges must expand their workforce response to the needs of unemployed adults, displaced adults, and incumbent workers. Learn how Texas Reskilling and Upskilling through Education (TRUE) utilized labor market data and industry consultation to advocate for legislation, grants and the development of in-demand career credentials that accelerate the transition to work while building enduring education infrastructure. Examples of micro-credentialing through degree pathways will be provided from 12 colleges that developed and launched 50 micro-credentials enrolling over 1000 students. The session will also include in-depth discussion on TRUE implementation by Del Mar College.

Martha Ellis, Senior Pathways Lead and Coach, Texas Association of Community Colleges
Mark Escamilla, President, Del Mar College (TX)

RETHINKING STUDENT SUCCESS: THE MAGIC OF EXPERIENCES AND BELIEFS

- Focus Area: Student Success
- Location: Regent

The world has changed, and so must we. Now more than ever, we need students to view college as valuable and graduation as possible. Therefore, a reimagined, holistic approach to student success is critical. Experiences influence beliefs people hold, and beliefs influence actions they take. In this session, participants will come to appreciate the magic of creating experiences that help students learn to believe in themselves and the value of college.

Lee Ann Nutt, President, Lone Star College – Tomball (TX)
Quentin Wright, President, Lone Star College – Houston North (TX)

STUDENT ADVOCACY: FIGHTING STUDENT POVERTY!

- Focus Area: Student Success
- Location: Concourse B

The Student Advocacy Center is a campus-wide anti-poverty initiative that serves San Antonio College students by meeting their immediate socio-economic deficits to allow students to focus on their education. The Advocacy Center provides a holistic approach, providing wraparound services to students. Those services include mental health counseling, case management, public assistance applications, emergency aid, food pantry, clothes closet, and snack program. The session will share resources and education to increase faculty/staff awareness of the effects of poverty on education, which further assists student success support campus-wide.

Jillian Denman, Director of Student Advocacy Center, San Antonio College (TX)
Pamela Frias, Senior Coordinator of Student Success, San Antonio College (TX)
COVID LESSONS LEARNED: RACIAL JUSTICE AND COMMUNITY LEADERSHIP

- **Focus Area**: Closing Equity and Achievement Gaps
- **Location**: Murray Hill East

This session focuses on the strategic equity, racial justice, and community leadership action steps taken by African American CEOs of large urban/metropolitan community colleges based on the lessons learned during the COVID-19 pandemic and the national racial reckoning of the past two years. Three CEOs will address how they are leading the reframing of both institutional and community leadership roles in response to the disproportionate racial, educational, economic, health care, and other inequities experienced by Black and other persons of color during the pandemic.

**CEO of the Year Nominee Curtis Ivery**, Chancellor, Wayne County Community College District (MI)

**Christine Johnson-McPhail**, President, Saint Augustine's University (NC)

**Beverly Walker-Griffea**, President, Mott Community College (MI)

DEVELOPING A CAREER-FOCUSED EXPERIENTIAL LEARNING INTERNSHIP MODEL

- **Focus Area**: Student Success
- **Location**: Beekman

Completing a 250-hour unpaid internship is challenging for many students, especially those at community colleges. We developed a student-centered, inclusive, remote/online, internship model aimed at cultivating professionalism, increasing access to career preparation, and transitioning to advanced higher education, aligned with the National Association of Colleges and Employers (NACE) career competencies. This session will 1) focus on pedagogical tools to encourage professional growth, and 2) highlight Guttman’s unique “Field Associate” model, a peer support mentorship team of advanced undergraduate and master’s level human services students from other colleges.

**Nicole Kras**, Program Coordinator and Assistant Professor of Human Services, Stella & Charles Guttman Community College (NY)

**Anya Spector**, Assistant Professor of Human Services, Stella & Charles Guttman Community College (NY)

DIVERSITY IN ACTION: CULTIVATING AFRICAN AMERICAN CEOs

- **Focus Area**: Institutional Operations
- **Location**: Gramercy Hill West

With the looming retirements across the country and a national focus on diversity, equity and inclusion, developing a pipeline of African American leaders remains a continued focus. The Presidents’ Round Table, a convening of African American community college CEOs, has hosted an annual program, the Lakin Institute, that has proven results. In this session, attendees will learn more about the curriculum and innovative approach that has led to the successful preparation and placement of African American CEOs in community colleges.

**Kimberly Beatty**, Chancellor, Metropolitan Community College (MO)

**L. Marshall Washington**, President, Kalamazoo Valley Community College (MI)

ENHANCING WORKFORCE SKILLS WITH INTERNATIONAL VIRTUAL INTERNSHIPS

- **Focus Area**: Student Success
- **Location**: Concourse B

Adapting the Collaborative Online International Learning model (COIL), cross-cultural international virtual internships provide students with an affordable method of a global workforce experience while supporting the growing trend of remote employment, and preparing students to acquire the technical skills to meet skill-specific workforce needs. Examples from Monroe Community College’s for-credit Geospatial Capstone courses’ international internships will be provided, from Kazakhstan to Malawi, Mexico, Costa Rica, and Colombia. The presentation will provide details about setting up the internships, implementation, and deliverables.

**Jonathon Little**, Associate Professor, Monroe Community College (NY)
EQUITY IN INSTRUCTION TAKES CENTER STAGE

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Gibson

The pandemic has placed a spotlight on inequities in student populations and practices. Crisis leadership requires a forward-thinking acumen and continued commitment to high-impact practices that support equity in student success and educational excellence. The Equity Academy for Instruction, launched during the pandemic, is one such practice. Through participation, faculty and instructors embark on a journey of self-examination and critical reflection to implement evidence-based equitable teaching and learning strategies. The Academy exemplifies leadership and commitment to closing opportunity gaps even during periods of great disruptions.

Andrew Dorsey, President, Front Range Community College (CO)
Jean Runyon, Campus Vice President, Front Range Community College (CO)

FOOD FOR THOUGHT: FOOD INSECURITY, COVID-19, AND STUDENT SUCCESS

- **Focus Area:** Student Success
- **Location:** Concourse E

This session shares results from the FICCS research study, the first mixed-methods research study examining food insecurity among community college students during the COVID-19 pandemic. We share data from a multi-campus survey as well as photos taken by food insecure students who took part in photovoice interviews during the study in order to better understand the experience of food insecurity through the eyes and voices of students. Additionally, we discuss the unique community partnerships, which made the project possible.

Joshua Crosby, Professor, Hillsborough Community College (FL)
Rebecca Todd, Professor, Hillsborough Community College (FL)

INCLUSION AND PROGRAM PORTFOLIO: A DATA INFORMED PROCESS

- **Focus Area:** Institutional Operations
- **Location:** Murray Hill West

Program decisions have impacts that ripple across an institution. Gray and Maricopa will introduce an integrated program evaluation and management framework that tracks a program’s markets, economics, student demographics, and academic standards. These dashboards help colleges understand how these factors affect the overall mission and health of the college and how individual programs contribute to institutional financial and inclusion goals. We will also share our predictive analytics dashboard and show participants how to input baseline budgeting and enrollment scenarios to forecast future performance (e.g., economics, margins, and inclusion) and size the market opportunity for specific programs.

Robert Attkins, CEO, Gray Associates (MA)
Michael Voss, Dean of Instruction, Career and Technical Education, Mesa Community College (AZ)

INTRO TO THE COMMUNITY COLLEGE PRACTICE-RESEARCH-POLICY EXCHANGE

- **Focus Area:** Student Success
- **Location:** Nassau East

This session introduces participants to the Community College Practice-Research-Policy Exchange, a national initiative of the University of Maryland Global Campus Program in Community College Policy and Administration and the North Carolina State University’s Belk Center for Community College Leadership and Research.

Kenneth Ender, Professor of Practice, NC State, and President Emeritus of Harper College, North Carolina State University
Reynaldo Garcia, Program Director, Community College Policy & Administration, University of Maryland Global Campus
Lawrence Nespoli, Faculty, Community College Policy and Administration Doctoral Program, University of Maryland Global Campus
LONE STAR COLLEGE’S COMMITMENT TO ONLINE RESOURCES AND EQUITY

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Concourse A

This session will present Lone Star College’s 5-year initiative to close equity gaps for students in seven gateway online courses. Benchmark data outlining present student success gaps and the need for improvement will be provided. Two key components include the “Lone Star College Equity Institute” for faculty and staff, and the “Tutor, Advisor, Professor (TAP)” teams. The session will conclude with how this initiative is integrated into the new LSC Online Campus that will launch Fall 2022.

Seelpa Keshvala, Executive Vice Chancellor and CEO of Lone Star College-Online, Lone Star College System (TX)
Dwight Smith, Vice Chancellor of Academic Services, Lone Star College System (TX)

MINORITY MENTOR PROTÉGÉ PROGRAM: DEVELOPING UNLIKELY ENTREPRENEURS

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Concourse C

The Minority Mentor Protégé Program develops the unlikely entrepreneur through the use of ELI’s Ice House Curriculum combined with a delivery in the Circle of Courage. The entrepreneurship program is delivered as a five-week session that builds a cohort and supportive network for low-income, and often first-generation, entrepreneurs. The goal of the program is to address the mindset of the unlikely entrepreneurs. Some participants begin to develop their business concepts, others begin to look for new employment opportunities or become better employees.

Courtney Carson, Assistant Vice President – External Affairs/ENRICH, Richland Community College (IL)
Juanita Morris, Senior Advisor – President & Cabinet, Richland Community College (IL)
Jeremy Morris, Director – Minority Mentor Protégé Program, Richland Community College (IL)

NEW PRESIDENTS IN A PANDEMIC

- **Focus Area:** Campus Climate and Crisis Management
- **Location:** Sutton North

North Hennepin Community College’s president stepped into his role on July 1, 2020, while Northland Community and Technical College’s president began her tenure on July 1, 2021. Both came into the Minnesota State Colleges and Universities system and to their respective colleges during a pandemic and from out of state. Not only did they have to learn about their new communities, the college and the system, they had to do so while navigating and leading through a pandemic.

Rolando Garcia, President, North Hennepin Community College (MN)
Sandy Kiddoo, President, Northland Community & Technical College (MN)

OPEN EDUCATIONAL RESOURCES: IMPROVING EDUCATIONAL ACCESS

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Regent

Education is tied to the economic prosperity of people and places, yet the educational attainment of people living in rural areas – particularly those from traditionally underrepresented populations – is markedly lower than urban areas in Arizona. It is imperative for rural communities to close this educational attainment gap that impacts underrepresented students disproportionately. Implementing an Open Educational Resource initiative was an important first step to address access and affordability and led to a statewide consortium anticipated to save students millions of dollars as well as improve persistence.

Lisa Rhine, President, Yavapai College (AZ)
Diane Ryan, Vice President for Academic Affairs, Yavapai College (AZ)
**P-TECH: STUDENT SUCCESS USER MANUAL FOR COMMUNITY COLLEGES**

- **Focus Area:** Student Success  
- **Location:** Concourse D

The P-TECH model’s seeming simplicity and renowned success can be alluring. Highly positive student outcomes can be real but can only be achieved with constant and honest awareness, navigation, negotiation, and respect of policies, cultures, expectations, calendars and more of all three cooperating systems: secondary, post-secondary, and industry. This session focuses on the community college point-of-view using SUNY Orange’s highly successful collaboration with Newburgh Free Academy (NFA) and IBM.

**Erika Hackman,** Vice President for Academic Affairs, Orange County Community College (NY)  
**Kristine Young,** President, Orange County Community College (NY)

**PREPARATION MEETS PANDEMIC: HOW A TECHNICAL COLLEGE KEPT CHOICE IN**

- **Focus Area:** Campus Climate and Crisis Management  
- **Location:** Sutton South

In response to the COVID-19 pandemic, Blackhawk Technical College (BTC) leveraged four years of strategic planning and investments in its branded MyEdChoice instructional modality, technology and faculty development to ensure that the college’s response to the pandemic preserved and prioritized student “choice.” Performance metrics affirm that BTC’s emergency preparedness and student-centered decision-making allowed it to successfully fulfill the college’s mission of providing flexible education in a supportive environment throughout the pandemic.

**Tracy Pierner,** President, Blackhawk Technical College (WI)  
**Karen Schmitt,** Vice President of Academic Affairs, Blackhawk Technical College (WI)

**RECLAIMING RESILIENCE: THE POWER OF ONE**

- **Focus Area:** Campus Climate and Crisis Management  
- **Location:** Gramercy Hill East

This session benefits anyone in higher education who desires stronger relationships among staff - including between full-time and adjunct faculty - and cultivating a sense of belonging at their institutions. Using a Baldrige excellence framework with an initial self-assessment, participants will discuss how to start creating opportunities, address what support systems should look like, and how the power of one can foster collaboration and build bridges. Presenters will provide personal narratives, including strategies for employees to connect with each other and students more meaningfully.

**David Virgilio,** Controller, College of DuPage (IL)  
**Sonia Watson,** Interim Assistant Dean, Adjunct Faculty Support, College of DuPage (IL)

**TAKING OWNERSHIP OF THE LEAKY TRANSFER PIPELINE**

- **Focus Area:** Student Success  
- **Location:** Rhinelander Gallery – North

With the vast majority of community college students falling short of their intended transfer goal, institutions must look inward and consider how organizational structures, systemic barriers, and lacking inter-institutional partnerships deter student success. While their close proximity created a natural transfer pipeline, Northern Virginia Community College and George Mason University discovered a need to strengthen their relationship to address student attrition. The presenters will discuss how their institutions reimagined the transfer process and will outline steps institutional leaders can take to enhance their own partnerships.

**Jason Dodge,** ADVANCE Director, Northern Virginia Community College  
**Jennifer Nelson,** Coordinator of University Transfer & Initiatives, Northern Virginia Community College
TURN NO STUDENT AWAY: A CASE MANAGEMENT APPROACH TO ONBOARDING

- **Focus Area:** Recruitment and Retention
- **Location:** Nassau West

While many colleges have experienced a decline in first-time-in-college (FTIC) enrollment, San Antonio College, 2021’s Aspen Prize winner, has seen gains among that student group. Utilizing an intensive case management model, combined with a team culture of turning no student away, enrollment coaches provide individualized onboarding services to students who are monitored and nudged from application through new student orientation. Strategies for development and implementation of a case management model, current data, and lessons learned will be shared.

Christina Horton, Interim Dean for Student Success, San Antonio College (TX)
Amy (Chaye) Pena, Director of Enrollment, San Antonio College (TX)

5:00 – 5:45 PM

BREAKING DOWN SILOS BETWEEN FINANCIAL AID AND STUDENT SUCCESS

- **Focus Area:** Student Success
- **Location:** Beekman

Financial challenges are the primary reason students leave higher education before graduation. At most colleges, organizational silos and other barriers between financial aid, advising, and additional student support departments are the primary culprits. Your institution can help students navigate these financial challenges by prioritizing proactive outreach, centralizing solutions for students to get help from a single source, and streamlining workflow and communication. Join this session to learn how technology prevents students from feeling bounced around campus as colleges rise to meet the financial needs our students face.

Michael Gage, Director, Student Support and Outreach, Pueblo Community College (CO)
Christina Hubbard, Senior Director, Strategic Research, EAB (VA)

BUILDING EQUITABLE CLASSROOMS THROUGH ONLINE DISCUSSION

- **Focus Area:** Teaching and Learning
- **Location:** Rhinelander Gallery – North

In the wake of the pandemic, community colleges are continuing to navigate new challenges and declining enrollment – but they are also using lessons learned from the past two years to drive student success. For many institutions, online discussion has been one of those silver linings. Discussion platforms that began as a stopgap solution for remote learning have become an integral part of boosting engagement and fostering intrinsic motivation in ways that can have a transformative impact towards creating more equitable classroom environments.

Kathleen Borbee, Professor, Monroe Community College, Truckee Meadows Community College (NV)
Keri Porter, Chief Strategist, Lone Star College University Park (TX)
CLOSING EQUITY GAPS: SYSTEMS CHANGE IN FACULTY RECRUITMENT

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Gibson

Beginning in 2019, Pima Community College, a Hispanic-Serving Institution in Tucson, AZ, embarked on an initiative to increase faculty diversity. In this session, we share details of our approach, the resulting framework, and current outcomes. Creating cultural and systems change can be challenging work. Pima's framework will serve as a jumping off point for this session’s roundtable discussions designed to generate knowledge around best practices, seek feedback, and create peer networks to support college-specific challenges in hiring diverse faculty at community colleges.

**Hilda Ladner,** Diversity, Equity and Inclusion Officer, Pima Community College (AZ)

**Kate Schmidt,** Executive Director of Faculty Affairs & Development, Pima Community College - Community Campus (AZ)

CREDIT FOR PRIOR LEARNING – ALIGNING NON-CREDIT TO CREDIT PATHWAYS

- **Focus Area:** Institutional Operations
- **Location:** Sutton North

As the country is in recovery mode, the sense of urgency has increased for non-credit to credit alignment to help displaced workers reskill and/or upskill to get back into the workforce as quickly as possible. Seamless processes to move non-credit credentials and experiences to credit pathways allow students to progress faster and provide greater mobility in an ever-changing workforce landscape. San Jacinto College has been reviewing and refreshing the Credit for Prior Learning (CPL) Assessment offerings and process for awarding credit.

**Rhonda Bell,** Dean, San Jacinto College District (TX)

**Kevin Morris,** Dean of Business and Technology, San Jacinto College District – South (TX)

EQUITY IN CTE: CONNECTING UNDERSERVED STUDENTS TO GOOD JOBS

- **Focus Area:** Recruitment and Retention
- **Location:** Murray Hill West

Although community colleges offer many Career Technical Education (CTE) programs that lead to high-wage, in-demand careers, it can be challenging to recruit the students most in need of economic mobility. As colleges navigate the current enrollment crisis, it will be more important than ever to enroll and support underrepresented populations. Based on the Aspen Institute’s research and Broward College’s work, this session will explore the barriers and motivations for underserved students and help participants explore questions around access and equity in their CTE programs.

**CEO of the Year Nominee:**

**Gregory Haile,** President, Broward College (FL)

**Tess Henthorne,** Senior Program Manager, The Aspen Institute (DC)

**Joshua Wyner,** Executive Director – College Excellence Program, The Aspen Institute (DC)
EVOLUTION OF FACULTY TRAINING & DEVELOPMENT DURING THE PANDEMIC

- **Focus Area**: Teaching and Learning
- **Location**: Concourse C

In addition to the instructional challenges introduced by the COVID pandemic, many colleges also needed to pivot to online training and development for faculty. This session will focus on the evolution and transformation of faculty training and development to offering a buffet of options that meet the diverse wants and needs of faculty learners. The successes and challenges of implementing a multifaceted training and development program inclusive of synchronous workshops and webinars, asynchronous instructor-led and on-demand options, tutorials, and written guides will be shared.

Elizabeth Pearsall, Associate Dean - Institute for Teaching Excellence, York Technical College (SC)

FREE SPEECH ON CAMPUS UNDER COVID AND 50 YEARS AFTER HEALY V. JAMES

- **Focus Area**: Campus Climate and Crisis Management
- **Location**: Gramercy Hill West

As the global pandemic continues to disrupt, there is an agitation surrounding the condition of the First Amendment on campus. Pre-pandemic, the polarization in society was already stress testing campus free speech, but the pandemic exacerbated matters. At the heart of the issue: does free speech remain a universally accepted core value 50 years after Healy? Attendees will be guided through current problems and identify practical strategies to restore confidence in free speech values and assist with crisis management.

Dorey Diab, President, North Central State College (OH)
Augustin Rivera, General Counsel, Del Mar College (TX)

H2C: A PUBLIC-PRIVATE PARTNERSHIP TO ADDRESS LOCAL WORKFORCE NEEDS

- **Focus Area**: Closing Equity and Achievement Gaps
- **Location**: Concourse E

In 2020–21, South Central College and partners (Faribault Public Schools, Chamber of Commerce, and local industry) developed the High School to College and Career (H2C) Health Sciences Pathway. Based on the nationally recognized P-TECH model, H2C puts underserved students on a pathway to high-wage careers by providing the opportunity to complete technical courses that apply toward a high school diploma and college degree. It aligns with SCC’s health science programs, integrates work-based learning, and students can earn up to 36 college credits while still in high school.

Laura Attenberger, Director of Secondary Relations/Perkins Grant, South Central College (MN)
Annette Parker, President, South Central College (MN)
Kelcey Woods-Nord, Director of Strategic Partnership & Employer Engagement, South Central College (MN)

SCALING MARKETABLE SKILLS TRAINING: LESSONS LEARNED AND NEXT STEPS

- **Focus Area**: Student Success
- **Location**: Concourse D

The Course+ Badge initiative surfaces students’ marketable skills by incorporating digital badges into academic credit courses offered by colleges in a very large community college district. Digital badges are a means to bridge the workforce skills gap by teaching marketable skills (e.g. oral communication, critical thinking, creative problem solving) to students while they pursue their academic and career goals. The benefits to the students are validation that they do have and/or can acquire skills and an advantage in competing for entry level jobs.

Lucas Dowden, Chief Online Learning Officer / Associate Vice Chancellor, Alamo Colleges District (TX)
STUDENT EXPERIENTIAL LEARNING THAT SUPPORTS ECONOMIC DEVELOPMENT

- **Focus Area**: Student Success
- **Location**: Concourse B

Learn how partnerships with local businesses can result in a post-pandemic workforce strategy that fosters economic recovery. In this session, we will discuss how to create successful industry partnerships, how to collect data that drives the decision-making process, and explore partnership outcomes such as internships, job shadowing, and a professional development digital badge system. The session will end with an example of a student consulting program developed as a result of these partnerships that has enhanced students’ critical thinking skills while strengthening the local economy.

**Luis De Abreu**, STEM Program Director, Bergen Community College (NJ)

**Linda Caruso**, Coordinator of Continuing Education and Workforce Development, Bergen Community College (NJ)

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THE CIRCLES: BUILDING TRUST, ENERGY, AND POSITIVITY

- **Focus Area**: Campus Climate and Crisis Management
- **Location**: Concourse A

The COVID-19 pandemic has compelled college leaders to respond boldly, compassionately, and courageously to never-before-seen demands and challenges. This environment has prompted leaders to develop and hone competencies and mindsets that foster dynamism and resilience. What and how do leaders continue to learn, grow, and persist through unforeseen challenges and multiple crises? Panelists from the National Asian Pacific Islander Council will present the CIRCLES leadership program, a unique and collaborative strategy that fosters relationships, builds community, and inspires creative thought.

**Stephanie Fujii**, President, Arapahoe Community College (CO)

**Katherine Hiyane-Brown**, President, Whatcom Community College (WA)

**Shouan Pan**, Chancellor, Seattle Colleges (WA)
THE PANDEMIC SHIFT IN HIGHER EDUCATION: OBSERVATIONS & IMPACTS

- **Focus Area**: Campus Climate and Focus Area
- **Location**: Nassau East

Higher education faced major adjustments during the 2020-2021 academic year as the norm for students - which will likely never be reversed - changed. Long after the pandemic has left the forefront of the media and society as a whole, the lingering effects will remain and become the standard. We will examine the top issues institutions are facing and how both administrative practices and the universal acceptance of technology will shift in order to optimize efficiency and performance for student success.

Digi Edwards, Senior Vice President and Chief of Staff, Ultimate Consulting, IT (GA)
Robert Exley, President, Alvin Community College (TX)

TURNING TRAUMA TO TRIUMPH: HISPANIC STUDENTS AND MENTAL HEALTH

- **Focus Area**: Recruitment and Retention
- **Location**: Murray Hill East

According to the Texas Medical Center, Hispanic families have had the most COVID-19 cases, hospitalizations, and deaths. In Houston, 45% of its population are Hispanics, but they account for more than half of the city’s deaths. The trauma associated with the aftermath of any COVID incident is being felt by many of our Hispanic college students, and it is impacting their chances for success. With the unsurmountable losses due to COVID-19, providing mental health resources at the college, especially to our Hispanic students, is a top priority.

Melissa Gonzalez, President, Lone Star College-Kingwood, Lone Star College System (TX)
Frances Villagran Glover, President, HCC-Southeast, Houston Community College System (TX)

USING DATA FOR STUDENT SUCCESS INITIATIVES

- **Focus Area**: Student Success
- **Location**: Sutton South

Kishwaukee College utilizes data to guide decision making. To support the access and consistency of data, the college developed a comprehensive Data Book. The Data Book includes enrollment trends and student performance metrics. It also includes benchmarks from the National Community College Benchmark Project, which allows for benchmarking with peer institutions. Since 2019, the Data Book has become a critical resource in supporting student success. Participants will learn how data is used to improve outcomes across the student population and make significant and necessary changes.

Barbara Leach, Interim Vice-President of Instruction, Kishwaukee College (IL)
Michelle Rothmeyer, Vice President Student Services, Kishwaukee College (IL)

USING A MASTER PLAN AS A PATH TO STUDENT AND COMMUNITY SUCCESS

- **Focus Area**: Student Success
- **Location**: Nassau West

The master planning process provides an excellent opportunity to assess campus facilities through the lens of student success and community needs. This session will focus on how Heartland Community College, located in Normal, Illinois, used their 2020 Facilities Master Plan as a catalyst to improve access for enrollment and student services, align programs with the local workforce, respond to the pandemic, and foster a culture of diversity, equity, and inclusion.

Keith Cornille, President, Heartland Community College (IL)
Michael Lundeen, Principal/Associate Director Higher Education, Legat Architects (IL)

6:30 – 8:30 PM

AWARDS OF EXCELLENCE GALA

(TICKET REQUIRED)

- **Location**: Grand Ballroom
“OUTSIDE THE LINES:” WRAPAROUND STUDENT SERVICES IN ATHLETICS

- **Focus Area:** Student Success
- **Location:** Concourse B

This presentation will provide a detailed overview of the wraparound student services in athletics that Mississippi Gulf Coast Community College (MGCCC) provides its student-athletes. The presentation will overview the services that contributed to 100 percent of MGCCC’s student-athletes graduating, completing, or transferring in the 2020-2021 academic year, resulting in the college winning the prestigious David M. Halbrook Award.

*Tammy Franks,* Vice President, Mississippi Gulf Coast Community College – Jackson County Campus

*J. Ladd Taylor,* Vice President, Perkinston Campus & George County Center, Mississippi Gulf Coast Community College

A PROMISING START: EARLY RESULTS OF A SELF-FUNDING PROMISE PROGRAM

- **Focus Area:** Recruitment and Retention
- **Location:** Sutton North

Yavapai College had a two-year completion rate of 9%, somewhat below the national average of 12% for community colleges. Like many community colleges, enrollments had been in decline since the depth of the Great Recession. We needed to improve both trends. Following best practices, we designed a last dollar Promise scholarship; however, ours is unique. The YC Promise reimburses students for completing a degree on time. This self-funding program increased enrollments while raising two-year completion rates to twice the national average.

*Clint Ewell,* Vice President for Finance and Administrative Services, Yavapai College (AZ)

*Lisa Rhine,* President, Yavapai College (AZ)

ACHIEVING UNLIMITED POTENTIAL – A NEW COMMUNITY-BASED EDUCATION MODEL

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Concourse E

Broward Unlimited Potential (UP) increases access to post-secondary education in zip codes with disproportionately high unemployment and low education attainment. This community-centric approach is expanding Broward College’s service model to deliver free workforce programs and support services in areas most affected by economic immobility. A targeted two-generational model, this community collaborative leverages assets and relationships to empower all residents to pursue post-secondary education. Compelling evidence suggests that Broward UP creates an alternative route to post-secondary access and attainment through a continuing education-to-degree pathway.

*Mildred Coyne,* Senior Vice President, Workforce Education and Innovation, Broward College (FL)

*Jennifer Saint Louis,* Associate Vice President, Partnership Impact, Broward College (FL)
APPLYING DEI & ANTI-RACIST PRACTICES THROUGH TEACHING AND LEARNING

- **Focus Area**: Teaching and Learning
- **Location**: Concourse A

This session will review the process and recommendations from the Diversity, Equity, and Inclusion (DEI) Workgroup in Teaching and Learning. This group is made up of teaching faculty and academic staff who were charged to assess diversity, equity, and inclusion in teaching and learning and make recommendations to the academic provost. Three main tasks were identified from the initial work together, which included creating DEI focused curricular learning outcomes, recommending DEI classroom practices and pedagogy, and aligning DEI outcomes to college academic systems and strategies.

Christina Lee, Global Education Coordinator, Monroe Community College (NY)
Anjali Parasnis-Samar, Instructional Technologies Librarian, Monroe Community College (NY)

ASSESSING ENTREPRENEURIAL READINESS TO MEET CHALLENGES OF TOMORROW

- **Focus Area**: Campus Climate and Crisis Management
- **Location**: Beekman

This interactive presentation will demonstrate specific tools to assess institutional readiness for meeting unprecedented challenges through entrepreneurial pursuits. We will discuss practical approaches to engage key stakeholders, both internal and external, by exploring various venues for entrepreneurial initiatives. We will demonstrate the critical importance of entrepreneurial readiness in ensuring institutions’ long-term sustainability. Participants will develop heightened awareness of the importance of entrepreneurial pursuits in the future of their institutions, increased sensitivity to potential obstacles against entrepreneurial endeavors, and effective tools to minimize those obstacles.

Robert Schreyer, Vice President for Academic Affairs, Mercer County Community College (NJ)
Laura Sosa, Dean of Business, Technology and Professional Studies, Mercer County Community College (NJ)
Jianping Wang, President, Mercer County Community College (NJ)

COME TOGETHER: CREATING COMMUNITY DURING COVID

- **Focus Area**: Student Success
- **Location**: Nassau East

Community is integral to student success. No matter the modality, students benefit from participating in an inclusive community where they complete assignments and learning activities and communicate freely with their instructors and fellow classmates. Adjunct Faculty Support at College of DuPage encourages faculty to use the tools and best practices at their disposal to help students come together in a cohesive manner. These efforts are especially critical in today’s educational climate as many students feel adrift while the pandemic continues to affect their overall wellbeing.

Jen Propp, Manager, Adjunct Faculty Support, College of DuPage (IL)
Sonia Watson, Interim Assistant Dean, Adjunct Faculty Support, College of DuPage (IL)

DEEP DIVING INTO THE STUDENT EXPERIENCE

- **Focus Area**: Student Success
- **Location**: Gramercy Hill West

As Amarillo College prepared to make college-wide changes to the student experience, they started by analyzing the current state to determine how to move forward. Session participants will learn how they did a deep dive into current processes, infrastructure, technology, and communications to gain a realistic perspective of the current challenges and impact on the student experience. Through these deep dives, the leadership built solutions that were sustainable and scalable – and had an immediate impact on enrollment and student success when put into practice.

Trimeka Benjamin, President & CEO, Swim Digital Group (FL)
Russell Lowery-Hart, President, Amarillo College (TX)
FACULTY QUALIFICATIONS: CONTROL, CORRECTION, AND COMMUNICATION

- **Focus Area:** Institutional Operations
- **Location:** Regent

In 2020, South Texas College completed its 10-year reaffirmation and cleared 1,000 faculty with “0” findings. Attendees will learn how the college built a Faculty Qualification Framework of Control, Correction, and Communication. The college has improved its processes and procedures by creating a Procedures Manual, a Resource Handbook, and an online Credentials Database that enable any employee to review the minimum required qualifications for teaching a course at the college.

Anahid Petrosian, Interim Vice President, Academic Affairs, South Texas College

Mary Elizondo, Vice President, Finance and Administrative Services, South Texas College

HELPING PART-TIME FACULTY THRIVE DURING THE PANDEMIC

- **Focus Area:** Teaching and Learning
- **Location:** Sutton South

Approximately 1,400 adjuncts teach across the five Alamo Colleges (ACD). To meet their needs, ACD offers a face-to-face, adjunct faculty certification program (AFCP) that provides part-time faculty with current pedagogical tools. This program was retooled in terms of its modality, content, and structure to meet the needs of our adjunct faculty during the pandemic which resulted in a 96% increase in graduates. This session explores the strategies to ensure the quality of the program during the pandemic, as well as how those carried forward.

Scott D’Amico, Faculty Development Lead, Alamo Colleges District (TX)

Carmen Mercedez, Director of Instructional Professional and Organizational Development, Alamo Colleges District (TX)

Elizabeth Plummer, Faculty Development Specialist, Alamo Colleges District (TX)

HOW A COLLEGE REENROLLED HISTORIC NUMBERS OF STOP-OUTS

- **Focus Area:** Student Success
- **Location:** Nassau West

“Reconnect with York Tech,” a program designed to help former students complete their college degrees, was intended to fill critical workforce needs in the community. York Technical College found it also paved the way to completion and financial security for many former students who had some credits and no credentials. Join us to learn more about how York Tech has taken on the challenge of recruiting and supporting student stop-outs and enrolled a disproportionate percentage of underrepresented students with promising careers in their community.

Christina Hubbard, Senior Director, Strategic Research, EAB (VA)

Stacey Moore, President, York Technical College (SC)

NESTED PATHWAY PROGRAMS TO SUPPORT WORKFORCE AND DEGREE ATTAINMENT

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Madison

Delve into the development of nested pathway programs with multiple entry points to support workforce and traditional students to degree attainment. This session will provide an example of a program in existence for four years that provides entry points for workforce and traditional students that seamlessly transition from high school to associate degree to bachelor’s degree.

Robin Eckert, Associate Dean of Social Sciences/ Human Services, Reading Area Community College (PA)

Nancy Jackson, Associate Professor and Coordinator Early Childhood Education, Reading Area Community College (PA)
NURSING CONCURRENT PATHWAYS THAT CLOSE EQUITY AND ACHIEVEMENT GAPS

- **Focus Area:** Closing Equity and Achievement Gaps
- **Location:** Clinton

This presentation will highlight innovative educational pathways with embedded recruiting and retention strategies designed to facilitate achievement of higher degrees in nursing for marginalized students. Pathways include a dual enrollment high school-to-Nursing Assistant-to-Vocational Nursing (VN) option. As a VN, a student can advance into the final year of the Registered Nursing (RN) program pathway. Partnerships with local universities allow RN students to simultaneously complete baccalaureate degree coursework and earn a bachelor’s degree in nursing on RCC’s campus within 6-months after graduating from the RN program.

**Gregory Anderson**, President, Riverside City College (CA)

**Nicole Render**, Associate Professor of Nursing/ Nursing Outreach Coordinator, Riverside City College (CA)

**Gina Weeks**, Associate Professor of Nursing/ Department Chair, Riverside City College (CA)

OPPORTUNITIES: ADULT EDUCATION AND COMMUNITY COLLEGES

- **Focus Area:** Student Success
- **Location:** Concourse D

The Texas Pathways strategy supports scaling structured academic and career pathways in community colleges. We will present an overview of Texas Pathways pillars and practices, including the role of adult education. The statewide Texas Peer Mentor Network, originally housed at Amarillo College, was a group of adult education providers using collective knowledge to support alignment among providers, workforce boards, and community colleges. We will discuss the Network’s tenets used to implement career pathways. The session will end with a set of recommendations for effective integration.

**Tamara Clunis**, Vice President of Academic Affairs, Amarillo College (TX)

**Kristina Flores**, Director of Research and Evaluation, Texas Association of Community Colleges

STEM PIPELINES TO SUCCESS: OH HIGH SCHOOL & INDUSTRY PARTNERSHIPS

- **Focus Area:** Recruitment and Retention
- **Location:** Concourse G

Innovative dual enrollment programs are on the rise to get students on a career pathway as early as possible and meet local industry needs. Within Ohio, two such colleges have had transformative impact on their local communities through hands-on, STEM education: Cuyahoga Community College (Tri-C) and Northwest State Community College. This work has been recently highlighted by the Ohio Association of Community Colleges in a series of case studies on strong College Credit Plus models - Ohio’s dual enrollment program.

**Mary-Kay Bitterman**, Executive Director, Cuyahoga Community College (OH)

**Colin Doolittle**, Engineering Technologies Faculty, Northwest State Community College (OH)

**Garratt Weber**, Assistant Director, Success Center for Ohio Community Colleges, Ohio Association of Community Colleges

VIRTUAL VALUE – ONLINE PRACTICES FOR AN IN-PERSON “NEW NORMAL”

- **Focus Area:** Teaching and Learning
- **Location:** Gibson

During the COVID-19 pandemic, faculty transitioned courses to the virtual environment overnight, and educators adapted and developed practices that should be continued as we shift to our new normal. Discussion will focus on the continuation of virtual office hours, use of technology to boost student engagement, and why these changes meet the needs of our current students. This session will discuss improving in-person learning as we transition back to campus by utilizing technology-based best practices developed during the pandemic to support online, live-online, and hybrid instruction.

**Jennifer Voss**, Residential Nursing Faculty, Chandler-Gilbert Community College (AZ)

10:00 AM – 12:00 PM

DAVID R. PIERCE LECTURE HONORING OUTSTANDING ALUMNI

(TICKET REQUIRED)

- **Location:** Grand Ballroom
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Through a powerful combination of technology and services, Liaison helps over 31,000 undergraduate, graduate and postbac programs across more than 1,500 campuses achieve their recruitment, admissions, enrollment and student success goals. Liaison’s campaign management, enrollment and recruitment tools include TargetX, Othot and the Enrollment Marketing Platform (EMP) as well as its Centralized Application Service (CAS™), SlideRoom and Time2Track.

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Logitech is a global, multi-brand company that designs innovative products to help people connect and interact with the digital world in unique and meaningful ways. Our education solutions empower students, educators, and administrators to optimize communication experiences, foster effective engagement, and make collaboration easy for anyone, anywhere. From hybrid classrooms and remote learning spaces to administrative conference rooms, Logitech’s innovative, simple-to-use solutions make it easy to create thriving learning environments. Learn more www.logitech.com/vcsales
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Momentive, the makers of SurveyMonkey are leaders in agile experience management, delivering powerful, purpose-built solutions. Momentive’s solutions empower decision-makers at 345,000+ organizations worldwide to shape exceptional experiences. More than 20 million active users rely on Momentive to fuel employee, customer, and campus experience and market insights and research. Momentive helps institutions support their academic mission with feedback & research platforms, engage students, faculty and staff to measure experience, and streamline processes for internal programs.

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Ocelot is higher education’s most-deployed and fastest-growing AI-Powered Student Communication Platform serving nearly 500 institutions. The Ocelot SaaS Platform combines 2-way text campaigns for targeted outreach, live chat for in-person support, and an AI chatbot which answered 5 million questions in 2021 alone. Students get the information they need, when they need it, to navigate enrollment, persistence, and access challenges.

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Slate by Technolutions is the only CRM purpose-built for higher education to support the evolving needs of modern admissions/enrollment management, student success, and advancement through outreach, travel management, online applications, online reading, and more. Slate is trusted by a community of more than 1,500 colleges and universities.
Symplicity is the global leader in Student Services technology platforms and is the only enterprise vendor that can support multiple areas and departmental initiatives on campus, including but not limited to career services and development, academic affairs, student success, retention and early alert services, student conduct, BIT/CARE team, Title IX, disability services, residential life, campus activities and student life. Symplicity partners with institutions in providing the most unified and positive student experience.

TimelyMD

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Meeting the need for equitable, on-demand student access to care is a critical challenge for colleges and universities. Students in crisis and shifting expectations put institutional competitiveness, meeting the demand of students, at risk. Colleges and universities trust TimelyMD to provide complete clinical care, advanced technology, and expert guidance to improve their students’ physical and mental health. As the leading virtual health and well-being solution for students in higher education, TimelyMD is inspiring the digital transformation of campus health and the future of student care.

Vantage Learning

Booth 30

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Since 1998, Vantage Learning has provided accountability solutions for student achievement and institutional improvement. Leveraging cutting-edge technology such as artificial intelligence, natural language understanding and web-based learning objects, Vantage Learning is recognized as the leader in online assessment, instructional programs and customizable data management systems. Our technologies are currently deployed for diagnostic; formative; benchmark; summative; pre/post and placement testing solutions; and instructional purposes.

Walden University

Booth 37

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For over 50 years, Walden University has helped working professionals reach their educational goals. With a mission focused on effecting positive social change, Walden helps graduates make a difference in their communities worldwide. Walden offers a wide range of programs, including bachelor’s, master’s, and doctoral degrees in such areas as education, management, health sciences, social work, psychology, and information technology. Faculty members bring their own real-world experiences and perspectives into the classroom.

Zoom

Booth 5

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Zoom helps schools and campuses create a seamless communications ecosystem to support teaching, learning, connecting, and working from anywhere. With a flexible, intuitive, unified communication platform, Zoom enables academic institutions to meet the needs of all learners; communicate with students and families; engage communities; and create accessible, inclusive learning experiences.
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**FAST FACTS 2022**

**NUMBER & TYPE OF COLLEGES (2022)**

- Public: 936
- Tribal: 35
- Independent: 72

TOTAL: 1,043

**HEADCOUNT ENROLLMENT (FALL 2020)**

- Estimated change: Fall 2020- Fall 2021: -3.4%

**CREDIT BY ATTENDANCE**

- Full Time: 2.2M (35%)
- Part Time: 4.0M (65%)

**DEGREES AND CERTIFICATES AWARDED (2019-2020)**

- **ASSOCIATE DEGREES**: 865,504
- **CERTIFICATES**: 599,397
- **BACCALAUREATE DEGREES**: 21,348

**DEMOGRAPHICS OF STUDENTS ENROLLED FOR CREDIT**

- **HISPANIC**: 27%
- **BLACK**: 12%
- **WHITE**: 44%
- **ASIAN/PACIFIC ISLANDER**: 7%
- **NATIVE AMERICAN**: 1%
- **2 OR MORE RACES**: 4%
- **OTHER/UNKNOWN**: 4%
- **NONRESIDENT ALIEN**: 1%

**OTHER SIGNIFICANT DEMOGRAPHICS**

- First generation to attend college: 29%
- Single parents: 15%
- Non-U.S. citizens: 8%
- Veterans: 4%
- Students with disabilities: 20%
- Students with prior bachelor’s degree: 8%

**A BETTER MEASURE OF SUCCESS**

Fall 2010 Cohort

VFA metrics are a better measure of community college student success than traditional IPEDS metrics.

**VFA vs. IPEDS**

- **VFA**: 59%
- **IPEDS**: 25%

VFA measures:
- All entering students
- 6 years to complete
- 9 separate outcomes

Traditional IPEDS measures:
- First time, full time
- 3 years to complete
- Only graduates

**AGE**

- Average: 27
- Median: 23

- 56% <22
- 36% 22-39
- 8% 40+