



## President's Report

As President of NCCCRP, I would like to begin by thanking Mary Kinnick for her outstanding leadership and years of service as the Executive Editor of the Journal for Applied Research in the Community College (JARCC). Through her leadership, vision, talent and hard work, JARCC has prospered and become a valuable professional resource for community college institutional researchers and planners across the country. Sadly, for NCCCRP, Dr. Kinnick's term as Executive Editor of JARCC will end in June 2006.

In October 2005 a search committee including Jing Luan - NCCCRP past president, Georgia Gundykunst - NCCCRP President-Elect, Mary Kinnick - JARCC Executive Editor, Melissa Banks - JARCC Associate Editor and Susan Bach - JARCC Associate Editor and myself, began a national search for a new executive editor. I am pleased to report that the search committee nominated Dr. Andreea Serban for the position and the NCCCRP Executive Board elected her to a three-year term as the Executive Editor of JARCC in January 2006. Dr. Serban is also the Associate Vice President for Information Technology, Research and Planning at Santa Barbara City College and has served as the Chair of the AIR Publications Committee; Associate Editor of Planning for Higher Education and as the President of the California Research and Planning Group. Mary and Andreea have already begun working together to insure a smooth transition. I'm sure that you join me in welcoming Andreea to NCCCRP and JARCC.

I can't believe it, but it is already time for us to start preparing for our annual meeting at the AIR Conference in Chicago. Shortly Jing Luan will begin to solicit nominees for the NCCCRP Best Paper Award and Georgia Gundykunst will begin to solicit nominees for the NCCCRP Practitioner Recognition Award, Management Recognition Award, Special recognition Award and Service Contribution Award. Our nominations committee will also be seeking candidates to run for an NCCCRP Executive Office. Please help us recognize the outstanding work of your colleagues by nominating them for an award and think about becoming more actively involved as an officer of NCCCRP.

I look forward to meeting you in Chicago.

Lois A. Alves  
President

## Membership Report

To date, there are 310 paid memberships for 2006. Nearly 190 people still have to review their 2005 membership. Please renew soon!

Fall JARCC journals have been distributed to all current members. Please contact Sharon Kristovich ([skristovich@parkland.edu](mailto:skristovich@parkland.edu)) if you have not received your copy! Thanks!

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## Call for Nominations for NCCCRP Best Paper Award

As a professional organization representing research and planning professionals in our nation's 1,200 two-year colleges, NCCCRP is seeking nominations for the Best Paper award to be presented at annual AIR Forum. The award recipient will have the opportunity to present the paper at a special time slot designated by AIR in Chicago this year.

Nominations should be emailed to Jing Luan, Past President of NCCCRP. Jing's email is [jing@cabrillo.edu](mailto:jing@cabrillo.edu)

Deadline for nomination, **Friday, March 17th.**

Nominees must submit an **original scholarly written paper** to Jing Luan for peer review. Names and affiliations will be removed from the manuscripts either by the nominees or by the review committee.

The topic of the paper should be related to research, planning and student learning in two-year college settings. The paper does not have to be presented prior to nomination. Starting this year, we will no longer accept power points as the sole submission.

## Run for NCCCRP Officer and Regional Director Positions!

NCCCRP Executive Board needs you.

NCCCRP is poised to reach a new plateau of accomplishments and success under the leadership of the existing Executive Board, Regional Directors and members like you. President Lois Alves' message has highlighted some of the great things that are happening inside our organization.

In order to fulfill the mission of our great organization and to continuously improve the state of research, planning and student learning, we are constantly looking for new leaders. We are looking for colleagues who can donate a little bit of their precious time to participate in exciting strategy development sessions, professional networking, board deliberations, membership drives, and many excellent leadership opportunities.

Please nominate someone you know well to become the next leaders of this organization. You are also strongly encouraged to step forward yourself.

This year, we will be filling the following positions:

**President Elect**  
**Secretary**  
**Membership Coordinator**  
**e-Parameter Editor**

**Director, Region 1** (Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New York, New Jersey, Pennsylvania, Rhode Island, Vermont)

**Director, Region 3** (Ohio)

**Director, Region 4** (Indiana)

**Director, Region 5** (Illinois)

**Director, Region 6** (Michigan, Minnesota, North Dakota, South Dakota, Wisconsin)

**Director, Region 7** (Arkansas, Iowa, Kansas, Missouri, Nebraska, Oklahoma)

**Director, Region 8** (Texas)

**Director, Region 10** (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming)

**Director, Region 11** (California)

Nominations and questions should come to Jing Luan, Past-President. His contact information is [jing@cabrillo.edu](mailto:jing@cabrillo.edu).

Nomination deadline is **Friday, March 17<sup>th</sup>, 2006**.

To learn the duties and responsibilities of an officer, please visit our constitution and bylaws at:

<http://www.ncccrp.org/page.asp?page=982>

The existing board members and regional directors information is online at:

<http://www.ncccrp.org/page.asp?page=594>

## Call for NCCCRP Special Awards

The NCCCRP Executive Board has established an awards program in five (5) categories--Practitioner, Management, Special Recognition, Service, and Outstanding Journal Contribution. The awards are made to individuals who, in the judgment of the Executive Board, have made outstanding contributions in research, planning and information-based management to 2-year postsecondary institutions, to NCCCRP, or to both.

NCCCRP provides these awards in order to:

- recognize and distinguish those who have made outstanding contributions to the profession, field, or Council;
- provide a means whereby these contributions can be acknowledged by the general membership, by AACC, and by the postsecondary educational community;
- distinguish individuals who have made meaningful contributions to research and planning at the institutional, regional, or national levels;
- promote interest in research, planning, and information-based management as an integral part of 2-year, postsecondary institutions;
- encourage professional contributions to research and planning.

The awards are made at the discretion of a majority of the Executive Board and not necessarily on an annual or regular basis. Awards will be presented at the annual meeting or on other appropriate occasions, as determined by the Executive Board.

Awards Nomination Submission:

Please email your nomination to Georgia Gudykunst, President-elect, NCCCRP. Her email is [georgia.gudykunst@domail.maricopa.edu](mailto:georgia.gudykunst@domail.maricopa.edu)

The nomination must include:

- 1. The name of the nominee.**
- 2. Work title and contact information for the nominee.**
- 3. A short passage on the merits of the nominee.**
- 4. Attachment or url link to the publications or other exemplary scholarly work of the nominee as evidence.**
- 5. The contact information of the person who is doing the nomination.**

For more information, including previous recipients, please visit award information online: <http://www.ncccrp.org/page.asp?page=700>

## **Excelencia: LATINO STUDENT SUCCESS AT HISPANIC-SERVING INSTITUTIONS**

Charles Deng

Today Latinos are the largest and fastest-growing minority group in the U.S. This group lags behind other major racial and ethnic groups in higher education attainment. Latino students are less likely to complete college through the traditional path (enrolling within one year of high school graduation and attainment of postsecondary credential within the scheduled time frame). Only 4 % of Hispanics completed a postsecondary credential through the traditional path, compared to 15% of whites and 23% of Asians (based upon students in 8<sup>th</sup> grade in 1988). Though Latinos have increased their undergraduate degree attainment, their levels are still below other groups. In 2001, Hispanic students earned 10% of associate and 6% of bachelor degrees awarded. In comparison, whites earned 71% of associate and 75% of bachelor degrees, African Americans earned 11% and 9%, and Asian/Pacific Islanders earned 5% and 6% of associate and bachelor degrees. Improving Latino student success in higher education is in the nation's best interest. Excelencia in Education aims to accelerate higher education success for Latino students. Launched in 2004, excelencia links research, policy, and practice to serve Latino students and the Hispanic-serving institutions. Among other qualifying criteria, Hispanic-Serving Institutions are accredited and degree-granting public or private nonprofit institutions of higher education with at least 25 percent or more total undergraduate Latino full-time equivalent student enrollment.

Excelencia provides data-driven analysis of the educational status of Latino students and highlights education policies, institutional practice that support Latino academic achievement, and attention toward the end of the educational pipeline and increase Latino academic success. Excelencia

- Identifies, analyzes, and disseminates information on effective higher education practices for Latinos;
- Assesses the impact of federal, state, and institutional policies on Latino achievement in higher education;
- Assists policymakers, higher education administrators, and other stakeholders improve opportunities for Latino students to succeed in postsecondary education;
- Cultivates strategic partnerships and expends the national discourse through the Excelencia network of practitioners, researchers, educators, nonprofit organizations, students and policymakers;
- Develops, documents, and evaluates demonstration projects and other programs to support the application of effective practices in public policy and in education institutions.

In 2001-02 academic year, there were 231 HSIs or 7% of all institutions of higher education. Together, they enrolled almost half (48 percent) of Latino students in higher education. Almost 60 percent of Hispanics enrolled in HSIs were women (59 percent) and 60 percent attend part-time (excluding Puerto Rico). Over half of all HSIs (126) are two-year institutions of higher education. Over half of HSIs (55 percent) offer an associate's degree as their highest degree. Only 12 percent offer

bachelor's or post-associate's as their highest degree. One approach to study Latino student success is to focus on these institutions. The purpose of the Latino Student Success at Hispanic-Serving Institutions (HSIs) demonstration project was to develop greater understanding about institutional leadership and practices that promote Latino student success at 13 participating HSIs.

The following 13 HSIs are current recipients of the federal Title V funds for the purpose of developing HSIs program, with institutional practices and strong institutional leadership that could inform a broader public discussion about Latino student success. They participate in a demonstration project partially supported by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education.

- California State University—Dominguez Hills
- California State University—Los Angeles
- City University of New York—Lehman College
- City University of New York—New York City College of Technology
- The University of Texas at El Paso
- The University of Texas at San Antonio
- The University of Texas at Pan American
- California State University—East Los Angeles College
- City University of New York—Borough of Manhattan Community College
- City University of New York—LaGuardia Community College
- The University of Texas- El Camino Community College
- The University of Texas- El Paso Community College
- The University of Texas - South Texas College

The following three key policy issues are the summary of the discussions by the first six participating institutions of the above 13 over a 12-month period (by January of 2004) and their views about institutional practices that facilitate Latino student success:

1. Enrolling Latino students is not sufficient to characterize HSIs; Hispanic "serving" institutions must actively promote Latino students' success. Analysis of institutional elements beyond Hispanic enrollment should be conducted that better illustrate effective service to Latino students.
2. While the six HSIs concurred that one important element of Latino student success is the completion of a baccalaureate degree, other elements of success, such as student engagement in campus activities, continuous enrollment, employment beyond graduation, and enrollment in graduate education should also be considered in defining student success.
3. Multiple measures of institutional effectiveness and incentives for educating Latino students, rather than penalties based on what some perceive as low persistence or graduation rates, are critical as HSIs look to lead and develop innovative practices that promote student success.

The first six HSIs also identified the following practices as facilitating Latino student success:

- Use the data (disaggregated by ethnicity) of students and institutional services to identify areas of need, target limited resources, and emphasize educational success for Latino students.
- Partner with "feeder" high schools, community colleges, and community-based organizations to increase Latino student access and their preparation for transition to a baccalaureate granting institution.

- Employ proactive institutional leaders who actively facilitate Latino student success.
- Adopt a holistic approach to serving Latino students—incorporating leadership, institutional research, academic programs, support services, and student life programs.
- Implement institutional practices that facilitate Latino student success to ultimately improve the learning and development of all students at an institution.

For more information, please visit <http://www.edexcelencia.org/default.asp>