



PRESIDENT'S REPORT

Lois A. Alves, *President*

2005-06 has been a busy and productive year for the National Community College Council for Research and Planning. I would like to take this opportunity to thank all of the members of the Executive Board, our Regional Directors, and our JARCC editorial staff for all of their accomplishments this year.

NCCCRP ends the 2006 fiscal year in sound fiscal condition. We began the year with a balance of \$26,228.26 and, as of May 10, 2006, we have a balance of \$30,853.60 in our treasury.

NCCCRP attracted 120 new members in 2006. Unfortunately, 184 members from 2004-05 did not renew their memberships. As a result, we had a decline in membership. To grow our membership levels in future years, we will need to couple our successful efforts to attract new members with strategies to improve our member retention rates.

Last year we were all saddened by the sudden loss of Dan Walleri, who had agreed to succeed Dr. Mary Kinnick as the Executive Editor of the Journal of Applied Research in the Community College in June 2005. I would like to thank Mary for continuing on as the Executive Editor of JARCC while the NCCCRP Executive Board and members of the JARCC editorial board conducted a national search for a new Executive Editor. I am pleased to report that Dr. Andreea Serban has begun a three-year term as JARCC Executive Editor since June 2006. Dr. Serban is the Associate Vice President for Information Technology, Research and Planning at Santa Barbara City College and had 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.

Over the past several years, NCCCRP Executive Board Members and JARCC Editorial Board Members worked collaboratively to identify the best future publisher for the Journal of Applied Research in the Community College. In February we agreed that NCCCRP and JARCC would be best served by remaining with New Forums Press for the next year. New Forums Press has improved its print quality and covers in recent years and is developing the capacity to make our journal available on-line. We are confident that Dr. Serban and Mr. Doug Dollar from New Forums Press will work successfully to produce a journal that meets the high standards set by Dr. Kinnick and her editorial staff.

E-Parameters continued as a successful NCCCRP publication in 2005-06. During his first year as E-Parameters editor, Dr. Heping (Charles) Deng produced three issues. In addition, Charles wrote an article, "Excelencia: Latino Student Success at Hispanic-Serving Institutions" for the February issue.

NCCCRP continued its work with the American Association of Community Colleges throughout 2005-06. As President, I served as the NCCCRP representative on the AACC Council of Affiliated Councils and its new Commission on Emerging Trends and Research. At the November meeting of Affiliated Councils, NCCCRP agreed to allow AACC affiliated organizations to post links to research studies conducted by any of the councils on the NCCCRP web site. In December, AACC gave us access to the

names and addresses of Community College Presidents and Chief Academic Officers for use in a membership drive.

I would like to congratulate Georgia Gundykunst, Sharon Kristovich and Roger Mourad for representing NCCCRP so well at the April, 2006 AACC Convention in Long Beach California. Their panel presentation, “Data Driven Institutional Planning: Advice from the Experts”, was both well attended and well received. As a result of the success of this presentation, we look forward to continuing to submit proposals so that NCCCRP will be represented at future AACC Conventions.

I would also like to thank Jing Luan for his continued efforts to implement the NCCCRP Knowledge Base. The knowledge base content areas and peer review process is in place, but technical difficulties at AIR have delayed our “go-live” date. Alternatives are being reviewed and we hope to have the resource available to our members within the next year.

Finally, our membership voted earlier this month to approve a constitutional amendment that extends the term of office of the President, President-Elect and Past President from one to two years – beginning with the term of President Georgia Gundykunst. This is an important change that will allow enough time for future Presidents to set an agenda and carry it out before their term of office expires.

As I transition to the office of past-president, I would like to extend all best wishes to President Gundykunst and my thanks to all of the members of the 2005-06 executive Board and Regional Directors. It has been an honor and privilege to serve as NCCCRP President.

ELECTIONS for New Officers and Regional Directors

Jing Luan, *Past President*

This year (2005-2006) saw the largest number of officer positions opened up for candidacy. A total of 13 positions needed to be filled with three positions being on the executive board. It was a daunting task to seek candidates who are willing to go through the election process and serve. With the support from the executive board and many other colleagues outside the board, I was able to identify candidates for all positions except for Region Four (the State of Indiana) that traditionally has not had a candidate due to size. I want to congratulate our successful election of the new board members and regional directors and offer my sincere appreciation for colleagues that have nominated people for the positions. I’d like to thank **Thulasi Kumar**, Director of Information Management and Analysis, University of Northern Iowa, **Kristin Moser**, Senior Research Analyst, Office of Institutional Research, University of Northern Iowa, **Marc Beam**, Educational Research Assessment Analyst, Mt. San Antonio College, **Sharon Kristovich**, Director, Institutional Research and Evaluation, Parkland College, **Kelly Faires**, Financial Systems Analyst at the Bureau of the Public Debt, ARC Division, the State of Washington, and **Scott Parke**, Former NCCCRP President for their work in identifying potential candidates for this year’s elections.

I would also like to take this opportunity to thank the board members and regional directors who are stepping down. We would not have been able to accomplish what we have without their wisdom, dedication and support of every sort! Thanks go to **Polly Davis**, Secretary to the Board, **Anthony Napoli**, Director, Region One, **Kelly Faires**, Director, Region Three, **Donald Quirk**, Director, Region Five,

Roger Mourad, Director, Region Six, **Larry Bunce**, Director, Region Seven, and **Craig Hayward**, Director, Region Eleven.

The following colleagues started to assume positions at the conclusion of 2006 NCCCRP Business Meeting in Chicago Illinois.

Membership Coordinator

Dana Rosenberg

Secretary

Karen Laljiani

e-Parameters (appointed position)

Heping (Charles) Deng

Region 1

Qing Mack

Region 3

Debra A. Rathke

Region 5

Antonio Gutierrez

Region 6

Mark Champion

Region 7

Joe DeHart

Region 8

Margaret Drain

Region 10

Mary Day

Region 11

Marc Beam

CONSTITUTIONAL AMENDMENT, BEST PAPER AND WEB PRESENCE

Jing Luan, *Past-president*

Constitutional Amendment

Having served as President for several national, state and regional research and planning organizations, I began to be concerned about the increasingly shorter and shorter duration of presidencies that are one-year in length. My discussion with the NCCCRP board and its regional directors confirmed my observation and we noticed that the presidents have only enough time to learn the position, get their initiatives started, before they step down. This issue would only become worsened as less time is available for busy professionals to address complex organizational issues. I proposed, and was accepted by the board, that an amendment be drafted to extend the presidency of the organization from one year to two years. This is the background of the proposed constitutional amendment. In my memory, this is the only amendment we have had since the birth of NCCCRP. The successful passage of the amendment would secure effective leadership, enhanced knowledgebase and overall smoother continuation of generations of leaders that will help to advance our fields of practice. On behalf of the executive board and the members in general, I thank everyone who worked on this amendment and thank you for your vote.

Best Paper

Every year, NCCCRP selects one best paper to be presented at the AIR Forum. This year, 2006, we had an unusually large number of submissions, particularly in light of the fact that we have declined to accept power point slides submissions. The seven submissions all were very good scholarly work and it was a very tough decision for the Review Committee of Five, chaired by me. We are very happy and absolutely consensus on our choice of 2006 NCCCRP Best Paper, “Connecting Silos: Use of Institutional Action Research for Integrating Disparate Student Success Initiatives” authored by Thomas Pilarzyk, PhD, Director, College Advancement Research, Strategic Planning & Research, Milwaukee Area Technical College and his colleague at Milwaukee Area Technical College, **Yan Wang**, Ph.D.

Also important to note for this year’s best paper selection are two important decisions made collectively by the board. The first decision was to encourage colleagues to submit scholarly written papers. Even though it is hard for community college researchers to allocate time for more involved writing, it would be appropriate and conducive to the field to align our publication practice to the rest of the postsecondary education. A Best Paper will automatically be adopted for publication by JARCC (Journal of Applied Research in Community Colleges), which means not to use power points. The second decision was to have blind review of all submitted papers. It was a tough job on my part because there were many places where people, affiliation or other information that would reveal the authors had to be removed. We did it and it went through without a glitch.

I want to thank the review committee members, **Lois Alves**, **Georgia Gudykunst**, **Andreea Serban**, and **Roger Mourad** for their hard work and professionalism. I also would like to thank all the authors for their support, interest and great scholarship as demonstrated in their submissions.

Web Presence (Website Management, Online Collaboration, & Knowledgebase)

You may have noticed that I combined all three items into one subject under Web Presence in my report. I truly believe that online is the way to go, or as John Milam, CEO of HigherEd.org put it, “webifying our work”. I continue serving as the web master for our website (<http://www.ncccrp.org>) and have continued

providing an online collaboration service courtesy of Cabrillo College where I work. The board and the regional directors are storing a variety of drafts and internal documents on the online collaboration site, which greatly facilitates discussions and enriches organizational memory. An effort to develop a peer-review (or juried) online knowledgebase has completed the design for the review process and content, but has encountered technological delay due to the lack of staff of AIR, who provides the server and programming support for us. Currently we are thinking about alternatives, such as the use of WIKI, an open source online collaboration tool (WIKI is the Hawaiian word for “quick”). Hopefully the online knowledgebase will be rolled out in 2006-2007.

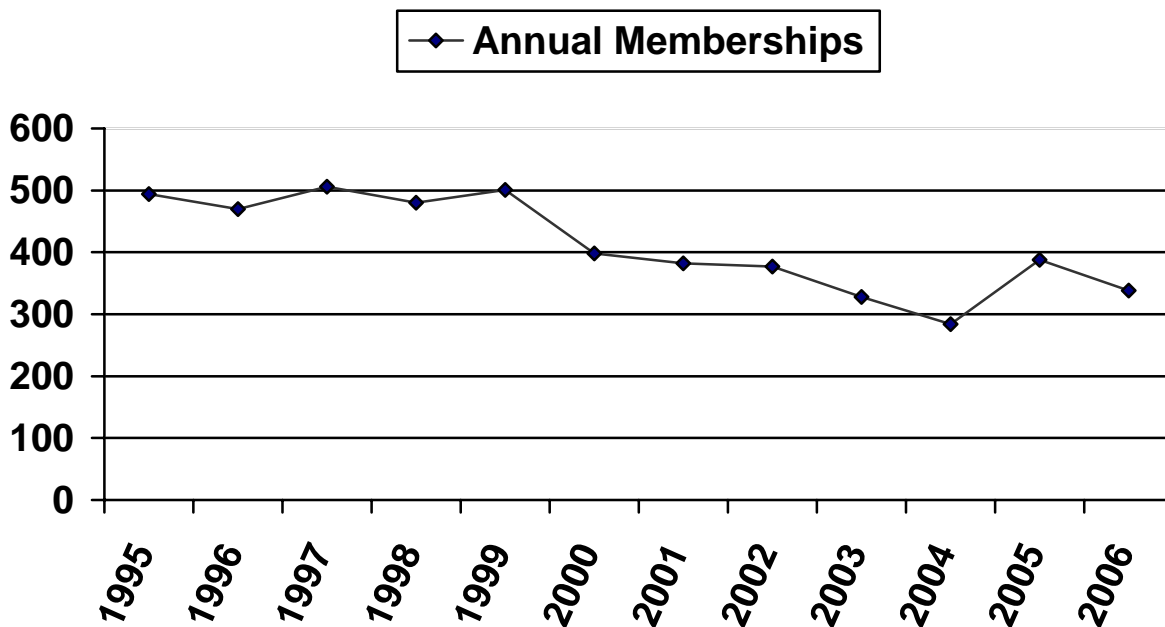
As your out-going past-president, I want to let you all know how much I appreciate the support, help, understanding, patience, dedication and care you have given me and the organization. I want to thank again my terrific colleague and staff, **Judy Cassada**, for her time and efforts in facilitating various organizational activities. I’ve truly enjoyed my tenure on the board and the company of everyone. Thank you and all my best.

MEMBERSHIP REPORT

Sharon Kristovich, *Membership Coordinator*

Summary

The 2005-2006 membership year has welcomed **120 new members** to the organization, a slight decrease (28 memberships, or 19%) from 2004-2005, as well as a 51-member reduction in the number of paid memberships (337 as of May 8, 2006). The first table summarizes the overall membership history from 1995-2006. Membership remains strong, but we are still a long way off from the annual memberships of the 1990s.



Of the 337 memberships for 2005-2006, 114 hold individual memberships, 212 hold organizational memberships, and there are 11 complimentary members. There were 24 individuals who were members

prior to 2004-2005 and renewed for 2005-2006. There were also 120 new memberships this year (19% decrease) and 217 renewals from 2004-2005 (a 5% decrease). Unfortunately, 184 did not renew their membership from 2004-2005.

Memberships and Cost Structure

Individual members pay \$40 per year while Institutional memberships vary. Three institutional memberships can be included for the cost of \$100. This means each membership is worth \$33.33. By paying an additional \$20 per member institutions can add on as many members as they want, thus reducing the cost of the individual membership. For example, four memberships for \$120 will reduce the price to \$30 per member. It is a great bargain for institutions. Twelve institutions paid \$140 for a five-person institutional membership (\$28.00 per person). Nine institutions paid \$160 for a six-person institutional membership (\$26.67 per person). Since the organization loses \$20 for each three-person membership, \$60 for a five-person membership, and \$80 for a six-person membership, the organization may want to consider a reorganization of the fee structure if revenue becomes an issue.

GUEST ARTICLE

The Community College Learning Assessment (CCLA) ---The Case for the Value Added Approach Roger Benjamin, *President of Council for Aid to Education (CAE)*

Community colleges are usually compared unfavorably to four-year institutions and are regarded as the least prestigious part of the postsecondary education sector. Or so it would often seem. But, if the comparison with four-year institutions is focused on the amount of growth in student learning outcomes, instead of equating excellence with measures of the skill levels students bring to the institution, the roles of four-year and community colleges are very likely reversed. Starting with students with low preparation levels of education, community colleges may well substantially outstrip four-year colleges in terms of value added growth in student learning. Therefore, a survey tool asking value added questions to students of all postsecondary institutions is needed. The value added questions are the questions regarding how much growth in student learning does the college add to its students during the time they are enrolled controlling for the levels of skills they bring to the college in the first place. The Collegiate Learning Assessment (CLA) is a tool designed for this purpose and it can be used for understanding how to improve teaching and learning on campuses that value higher order learning outcomes. So far, this tool has been used by over 200 colleges and universities. This coming fall numerous community colleges will take the CCLA.

The distinguishing features of the CLA are:

- Assessment of higher order skills (namely, critical thinking, analytic reasoning, problem solving, and written communication, which are central to most institutions' missions and cut across academic disciplines).
- The institution as the "unit of analysis," such that the institution is itself the focus. Although data are collected on individual students and the test is not high stakes for individual students, these data are aggregated to the institution (rather than using the student as the unit of analysis) because that is the primary locus for program improvement in undergraduate education.

However, this focus does not preclude examining separate colleges or programs within a large institution.

- Value added assessment, such that analyses are conducted to measure how much skill development occurs between the time that students matriculate and when they graduate (rather than attainment of some level irrespective of the students' starting point). The value added approach also permits and encourages comparisons between institutions selected by the institution itself. The between school comparison is based on the view that unless an institution benchmarks itself against similarly situated institutions, how will its faculty and administrators know where they stand in terms of student learning outcomes?
- Assessment instruments are both open-ended and survey-based, with direct measures of student learning that assess students' knowledge and skills in the aforementioned areas of critical thinking, analytic reasoning and written communication.

The measures are document-based and open-ended (students write essays or short answers). The direct measures are augmented by questionnaires that provide indirect measures of student learning but, for our purposes, offer insight into institutional processes that might foster or impede improvement in teaching and learning.

Finally, we also use collateral information and other datasets about institutional factors to supplement the CLA direct measures of learning.

We planned to extend the CLA to community colleges as soon as we had answers to two questions. Just over one half of this growth occurs in the first two years of instruction. College matters and two years of college matters a good deal. There clearly is sufficient growth in the first two years to warrant focusing on just this segment of postsecondary education. Second, because most community colleges are open admission the measures the CLA uses as a pre test, the control needed in our model to benchmark what levels of skills the students bring to college before they start instruction. For community college students we are using the Student Learning Evaluation (SLE), a well researched aptitude test that correlates highly with the SAT which will mean community colleges will be able to compare themselves with the first two years of instruction in four-year institutions as well as comparing themselves to other community colleges. And we will be able to administer the SLE within the current time required for students to take the tests.

More than 75% of the growth in the potential college going age of 18 to 22 over the next several decades will come from our Hispanic population currently underserved and often unprepared for college. Other immigrants and many African-Americans are also in the unprepared category. These students are the business of community colleges. Surely, we should provide metrics that accurately track their progress and, along with this, recognize the superior teaching and learning that often characterizes community colleges. Consider joining this movement which holds promise for 1). providing significant results that faculty and administrators will be able to use to improve their teaching and learning; and 2.) revising the way we think about the true value of our community colleges without which the nation would not be able to meet the educational needs of the next generation.¹

e-Parameters is the official newsletter from NCCCRP.

Editor: Heping (Charles) Deng

Please visit NCCCRP website for back issues:

<http://www.ncccrp.org>

¹ For more information see our website CAE.org.