

Chancellor's Memo
Eastern Iowa Community College District
April 15, 2005

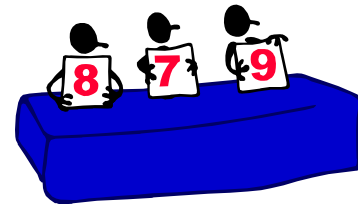
Spring Has Sprung!



In my last memo, I rather prematurely celebrated the beginnings of spring in Iowa based on sighting a number of robins. Since then, I realize that there is another, more specific way that we in the Quad Cities can deduce that spring is coming - the reemergence of barges moving their way down the river. I hope you are all delighting in the warm weather as I am. There has only been one definite downer, however. Last fall I studiously dug and planted over 100 bulbs. I was expecting a flurry of daffodils, narcissus, and tulips in my gardens. Last week, I was delighted to see the emergence of tender shoots throughout. This week I am looking mostly at stubs, left after the daily feasting of deer and rabbits. And did I mention the sudden emergence of huge numbers of bugs that attach themselves like glue to the front of your car when you drive a few hours on 80? Any suggestions about coping with spring in Iowa? If so, please use the link to send them to me!

[Save Pat's tulips and/or reduce trips to the carwash!](#)

How Am I Doing? Chancellor Requests a 360-degree Feedback



As I edge up on the end of my first year as your Chancellor (I started last year on July 15), I would like to solicit feedback from the college and surrounding community about my efforts thus far. To do this, I am using a process I have used before, one that goes a long way towards guaranteeing respondents' anonymity.

From April 15 - May 7, an online survey form will be available for you to access and fill out. There are two questions for you to address:

- ✿ Please describe the Chancellor's attributes and accomplishments that have been positives for the faculty and staff, students, and community of EICCD.
- ✿ Please make suggestions about how Chancellor Keir could improve in the years to come as she leads the district.

All of the answers will be printed off by an OTIS employee and sent directly to a former colleague and consultant who lives in Michigan and does not know anyone in the district. She will review the input for both questions and summarize the major themes for me, taking care that nothing in her report will allow for the identification of an individual responder. Once she prepares her report, she will shred all of the forms. (And the online versions will also be removed.)

It will be very helpful to me to learn what people value about my leadership thus far (so I can keep doing it) and to learn how I can also improve my performance. I will also share this summary with the Board of Directors during my annual evaluation this year and with various groups throughout the district.

The survey is accessible to you now, and it will remain open for business through May 7. You can be sure that I'll be sending out several e-mailed reminders in the next few weeks. Here is where the survey is located:

<http://www.eicc.edu/HowAmIDoing.cfm>



Student-Built Home Program

On Wednesday, March 23, Rassoul Dastmozd provided a guided tour of the latest house being built by the Student Built Home Program. I was very much impressed by the size and quality of the house - and was delighted to meet SCC instructor Darren Roselle and several of the high school students (Jason Vershoore and Ricky Bell from Davenport West High School) who are definitely learning about construction in a hands-on way. If you'd like to know more about this outstanding program, click on the link below.

[Student-Built Home Program](#)



Meet the
Candidates!

Schedule for Finalists/SCC President and Vice Chancellor of Technology

As we move through the process of selecting a new leader for Scott Community College and the EICCD's Technology Initiatives, it is very important that district and community stakeholders have some input into the selection. After a great deal of work, the Screening Committee chaired by Karen Vickers will identify a number of finalists who will move into the second round of interviews. Here is the schedule each finalist will meet during the week of May 9-12. You'll note that there are two open forums and two site visits included, and I hope that you will make an effort to be present as often as you can be. More details will be provided by e-mail later.

May 9, 10, 11, and/or 12

8:30 - 9:30	Interview with Cabinet @ District Offices
10:00 – 11:00	Open Forum on Technology, Kahl Building*
11:30 – 1:00	Interview with Chancellor
1:15 --1:45	Visit to Career Assistance Center*
2:15 -- 3:30	Open Forum at Scott Community College*
4:00 – 4:30	Visit to Blong Technology Center*

*Feedback Forms will be available and will be forwarded directly to me for consideration in the final selection process.



EICCD Group Attends All-Iowa Academic Team Induction Ceremony

On March 16, 2005, I was delighted to join other district representatives in celebrating the selection of four of our

Phi Theta Kappa students to the All-Iowa Academic Team. Honored this year were **Laurie Anderson** (and **Phuong Nguyen** from Clinton Community College and **Christina Chamberlin** and **Jean Brockert** from Muscatine Community College. (SCC did not nominate any students this year.) Present to join the students in their celebrations were MCC's **Vic** and **Karon McAvoy**, CCC's **Ron Serpliss** and **Brenda Kunau**, and me. It was a very affirming experience to see some of our most outstanding students honored in this public setting.

Six-Cent Instructional Equipment Levy Up for Renewal

EICCD benefits from a voter-approved property tax that helps us purchase the instructional equipment that is vital to our academic programs. We first received 10-year approval for these funds in 1996, and this is the year we need to ask voters to renew it. The levy is assessed at six cents for each \$1,000 of assessed property value and costs the average taxpayer about \$6



per year (on a \$100,000 home), bringing us approximately \$575,000 per year for equipment. Some of the equipment this levy has funded in the past includes a \$27,000 alignment system for transportation technology programs; \$60,000 in new computers for the administrative office support programs; two refrigeration system trainers worth \$20,000 for the HVAC program; and dental assisting training equipment valued at \$14,000. This instructional equipment helps us meet our obligations to keep pace with the "real world" technology that our students will be using on the job.

The levy will be on the September 13 Regular School election ballot. I will be attending the April college meetings to answer questions about the levy and ask for your help in educating eastern Iowans about the issue.

Nancy Kothenbeutel Appointed to Executive Board of the National Council for Workforce Education

I was very impressed to learn that Nancy has been recently appointed to the NCWE Executive Board and that, through her efforts, the outstanding work EICCD does in the area of workforce training and economic development will share in her reflected glory. If you're interested in learning more about this organization, just click this link: <http://www.ncwe.org>

Congratulations, Nancy.

Moving Into Town - and Moving On: The Community College in the Lives of Traditional-age Students

A recent article in the online Chronicle of Higher Education sported a headline that caught my attention:

LAWMAKERS AND THE PUBLIC are starting to demand that colleges be held accountable for preparing their students for 21st-century work, and colleges should prepare accordingly, speakers at the annual conference of the American Association for Higher Education said on Friday.

I am a glutton for data, so when I received my free copy of the USDE report named above, I plunged in. Clifford Adelman, Senior Research Analyst, has done an incredible study of the factors that impact the success of traditional age community college students, and I thought I'd share some of his findings with you. (If you are interested in more information, you can order a copy of the report free by using an online website. Just click on the link at the end of this segment.)

- # In the 1990's, 40% of traditional age students who entered post secondary education began in the community college. 60% of those 24+ began their post secondary education at the community college.
- # With the exception of Latinos, traditional age minority students were no more likely to start in community colleges than white students. This has been true for 30 years.
- # 44% of those who start in community colleges had not reached Algebra 2 in high school, compared with 11% who entered four year colleges.
- # The more oriented a 12th grader was to majoring in an occupational field in college, the more likely to start out in a community college.
- # Neither gender nor race/ethnicity plays a significant role in explaining who starts in community college, but socioeconomic status does. The higher the SES quintile, the less likely the student will start in a community college.

Adelman also isolated significant factors that facilitated transfer to four year colleges by traditional age students:

- # Credits in college-level math in the first year
- # Earning credits in summer term (a proxy for intense persistence)
- # Continuous enrollment
- # Avoidance of no-penalty course withdrawals and repeats

Factors shown to significantly impact students earning a terminal associate degree were:

- # Continuous enrollment
- # College-level math credits
- # Avoidance of no-penalty withdrawals and repeats
- # Holding a campus job during the first two years of enrollment
- # Earning a higher ratio of credits in occupational fields to all credits earned (but there is a tipping point - when the ratio rises above 65%, degree completion rates fall. Balancing occupational degree programs with arts & science supports successful completion.)

In addition to traditional right out of high school transfer bound students, Adelman also studied students who began their educational journeys elsewhere before enrolling in particular community colleges. In general, Adelman found that these sorts of students are much less likely to succeed in traditional ways than their counterparts. Do you recognize any of your students in the categories below?

"Four-year drop-ins" constitute 42 percent of those who started elsewhere but also attended community colleges.

Twenty-eight percent of those who started elsewhere were 4-year college students engaged in alternating patterns of attendance with community colleges, sometimes called "swirling."

*True **undergraduate reverse transfers** constitute another 25 percent of the universe of those who started elsewhere.*

*Finally, the event portrait marks all those who earned 10 or fewer credits at community colleges, and who hence are labeled as "**incidental**" **community college students**.*

The Executive Summary of the report is available at:

<http://www.ed.gov/rschstat/research/pubs/comcollege/index.html>

To order a free copy of the entire report online:

http://www.edpubs.org/webstore/content/ShopCart_Add.asp

Having such a wide variety of students who end up in a particular community college for so many different reasons and engaged in such different patterns of attendance makes it very difficult for us to demonstrate our success with such traditional single-institution accountability criteria like "graduation rate" or "persistence." To some extent, even the factors that are correlated with successful transfer often seem student driven (willingness to remain enrolled full-time, ability and willingness to take higher-level math courses, etc.) and less amenable to our influence than we might like. But, then, that is the exciting challenge of the open door community college - working with all sorts of students, some highly focused on their eventual goals, some not, to help them expand their life opportunities through coursework, counseling, support, and student life!



TRIO Program Refunded

I was delighted last week to receive a phone call from Senator Tom Harkin's office that EICCD has been awarded a TRIO Student Support Services grant again. This program helps low-income and first generation college students plan, prepare for, and succeed in college. I have visited our TRIO program at Scott, and spoken to the students, and I am very impressed with the services and support we are providing to TRIO students as they move forward on the path to educational success. The award of \$265,992 will help us to continue on that path. Congratulations to everyone who worked so hard on the grant, in particular TRIO Director **Peg Garrison**. Full-time TRIO staff include: Candice Beaver-England, Academic/Transfer Advisor, Jennifer Robb, Program Facilitator and Mary Sue (Suz) Knoblauch, Secretary/Program Assistant.

Peg also wanted to extend thanks to everyone else through SCC and the district (tutors, faculty, staff) that help out everyday in some way in support of TRIO and the students and those who provided assistance in writing and collecting data for the TRIO SSS grant.

TRIO is one of those programs which can be shown, year after year, to make a real difference in the aspirations and success of many who might not enter college without its help. We are all very lucky that the grant has been refunded.

President of Western Illinois University Attends EICCD Cabinet Meeting

We were delighted to host **President Al Goldfarb**, CEO of WIU, and **Dr. Jeanne Clerc**, Associate Provost, Quad Cities and Extended Studies, at our Cabinet Meeting on April 6, 2005. WIU has plans to



significantly expand their presence and offerings in the Quad Cities area, with a new campus in East Moline that will serve up to 6,000 students. Both Dr. Goldfarb and Dr. Clerc assured us that the WIU campus will offer only upper division and graduate courses and that close partnerships with their local community colleges will be sought out. (Dr. Clerc has a background in community college administration.) In addition to junior/senior level courses, WIU will also seek to expand their offerings in Continuing Ed, again focusing on the more advanced areas of the learning spectrum. I include a picture of Dr. Goldfarb and, it turned out, Western Illinois University's most illustrious alumnus - **Vic McAvoy**.

DATATEL Student Services go "Live"

As I write this, I am aware that all over the district, staff have plunged into the brand new world of DATATEL-provided Student Services. It is exceptionally challenging to switch to an entirely new system of student registration, among other things that are new, and everyone who worked so hard to move us to this place is to be commended. I will write more about this in my next memo, but I didn't want to pass the chance to thank, once again, and heartily, everyone in the district who has poured so much energy, expertise, and time into our DATATEL conversion process.



Enrollment Development Consultant Wants to Hear From You!



During the week of May 2-6, **Chuck McIntyre**, Enrollment Development Consultant, will be visiting our district as a first step in working with EICCD to develop strategies most likely to boost our enrollments in both credit and non-credit courses in the years to come. As part of his data gathering, Chuck wants to meet with people from all over the district and in our community to identify various factors which affect our enrollments, learn about our students and community, get your ideas about our demographics, programming, and marketing, and hear from you ways we could serve more students.

I know that the first week of May is a very busy time, but I hope that you'll take a few minutes to come talk with Chuck when he comes to your department or college! We'll get back to you soon with Chuck's schedule.

Enjoy Our Students

My experience tells me that we are now entering into one of the most hectic times for all community college faculty and staff. First, we are finishing up the semester for our many students and preparing for graduations and other celebrations of student success. Additionally, we are working on our next year's planning and budgeting requirements while still enmeshed in the ambiguity that unsure state funding causes. And, at EICCD, we have four hard-working teams still plugging away at identifying the action projects in technology, alternative revenue generation, new program and service development, and diversity to be presented in a clear, integrated way at the June 20 Board of Directors meeting. Even though the warm spring weather draws us outside with an almost irresistible urge to nod off in the sun, we have to keep up an intense level of effort to support the success of each student and our wonderful district.



I think that at very busy times, it's important to remind yourself that everything you do makes a real difference in the lives of the people who turn to us for quality education and inspiration! I'm looking forward to participating in the many graduations and celebrations of student completion over the next month or so. More than anything else, that's where we can all take a moment to feel very proud of the work we do. See you there!

Pat