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THREE DECADES LATER:
What We Did Well, and What We Can Do Better

KENNETH C. GREEN
President, Director, The Campus Computing Project
Visiting Scholar, University of Southern California

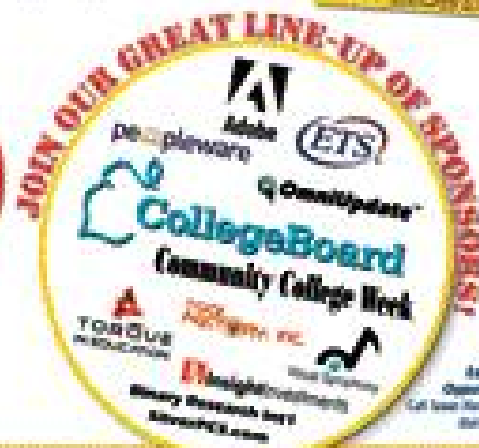
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■ The Alabama Case

Amid Discovery of Misdeeds with State Contracts, Embattled Alabama College Chancellor is Officially Fired

By DESIREE HUNTER, ASSOCIATED PRESS WRITER

MONTGOMERY, Ala. (AP) — Former two-year college system Chancellor Roy Johnson, who was put on paid leave for eight months when his contract was terminated in July, was fired with cause last month by the state school board, which was told Johnson had lied about a software purchase.

The eight-member board voted unanimously for Johnson's termination, effective immediately, which means he will no longer continue drawing his \$237,000 annual salary.

The firing came after Interim Chancellor Thomas Corts presented the board with his report regarding Johnson's purchase of Aztec Adult Education software from Products and Learning Solutions, based in Baton Rouge, La. The report found Johnson misled the board about the cost and told them that no bids were required



Roy Johnson, former chancellor of Alabama's two-year college system, was fired amid charges he misled the state school board about the purchase of adult education software. Johnson had served as chancellor since 2002.

because the company was the sole provider of the software.

Johnson, who was given a new four-year contract in July 2005, had that contract terminated by the board and was placed on leave on July 11 amid concerns over a corruption probe and nepotism issues, but he was still technically the system's chancellor until he was fired.

Two-year college spokesman Andre Taylor said Johnson has received \$86,425.64 since he was placed on leave, but said the contract does not allow the state to recoup that money.

David Byers of Birmingham made the motion Thursday to fire Johnson with cause, saying that past concerns were just allegations, but Corts' review made it clear that an "act of dishonesty was made."

"We agreed to buy the software, but we were only told about a lesser price while he

obligated the system to a higher amount," he said. "It's like if my wife bought a \$100 dress, but told me it was \$50 and tried to slide the other \$50 past me later."

Byers said one benefit for giving the board a lower price was that members were less likely to question the lower amount than the actual \$862,500 price tag.

"The other thing is that he said it was a sole-source provider," he said. "We would have been skeptical that there was no competition for an \$800,000 contract."

Jonathan Blitt, chief operating officer for Aztec Software, said he was stunned to hear his company mentioned in news reports about the firing. He said the Springfield, N.J.-based company has been around for more than two decades and "this is the very first incident in which there was any question whatsoever involving Aztec."

See *Alabama*, pg. 5, col. 1



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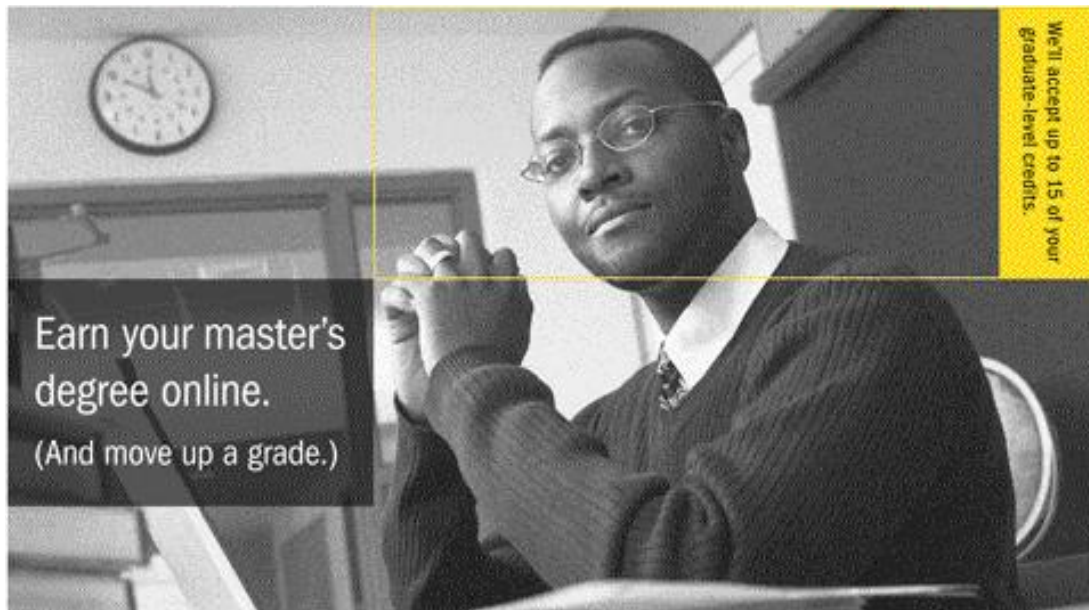
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North Carolina Administrator Wins Suit Against Former Instructor for Libel

BY ERIC FREEDMAN AND IAN FREEDMAN

SYLVA, N.C. — A former health and physical education instructor at Southwestern Community College must pay one of the college's vice president more than \$15,000 for breaking an agreement made after the instructor distributed two libelous memos around the campus.

Those memos, written by David Bradley shortly after he resigned from his teaching position in February 2000, alleged that Gene Couch, Southwestern's vice president for instruction and student services, used cocaine, had an affair with a former college employee and was anti-Christian, according to the North Carolina Court of Appeals.

Despite a letter by Couch demanding that Bradley stop his attacks, he did not. Finally, in March 2004, Couch sued for libel in Jackson County Superior Court, seeking damages and an order requiring Bradley to stop.

They settled the case with a \$15,000 consent judgment in which Bradley promised to "cease and desist in any and all libelous, slanderous, demeaning, defaming or otherwise derogatory communication... whether factual or not, written, verbal or

otherwise" about Couch "for a period of 10 years."

In exchange, Couch agreed not to try collecting the \$15,000 unless Bradley broke his end of the bargain.

A year later, in August 2005, Couch accused Bradley of doing just that.

After applying that summer for the presidency of other community colleges, Couch learned that both Maryland Community College and Haywood Community College each had received a letter asserting that he was anti-Christian. The letters contained copies of the consent judgment and stated that the libel suit had been settled "in agreement that (Bradley) shall not make any derogatory comments, as to the same agreement (Couch) agreed to make no religious discriminatory statements."

These letters, however, were sent not by Bradley, but by Tiara Lance, who was both his employer and his neighbor, the appeals court said.

After hearing that Couch was applying for the two college presidencies, Lance supposedly asked Bradley about the libel suit. In response, Bradley supplied her with copies of his documents from the case, the courts aid.

As a result Couch moved for a court order to enforce the settlement.

Bradley argued that he had not, in fact, broken the agreement because he hadn't communicated with either of the colleges that Couch had applied to. Since his neighbor had written the letters, he denied any responsibility.

But a lower-court judge disagreed and found in favor of Couch, saying that "the slander has occurred not in the publication of the letters" by Bradley's neighbor, but in Bradley's communication with the neighbor herself.

Because Bradley hadn't proven he'd stopped his libelous behavior, the court ordered him to pay Couch \$15,631 for the judgment and attorney fees.

Bradley then took the case to the appeals court, but a three-judge panel affirmed the ruling in favor of Couch.

In a unanimous opinion written by Judge John Tyson, the court said there was sufficient evidence to support enforcement of the consent agreement.

Couch declined to discuss the case on the advice of his attorney.

Bradley's lawyer failed to return phone calls seeking comment. ▲

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Community College Week welcomes your views on news stories, feature articles, guest opinion columns or other matters that affect two-year institutions. The Point of View section serves as a place where education professionals can discuss and debate issues facing community, technical and junior colleges today.

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Alabama, *from page 3, col. 5*

Corts said the board asked him to review the purchase when he took office in August and questions surfaced when the postsecondary department began looking for a more comprehensive software package.

Edward Meadows, president of Lurleen B. Wallace Community College in Andalusia, said he signed the contract with Products and Learning Solutions at Johnson's request. The Louisiana company is a dealer for Aztec's software.

Meadows signed the contract to purchase the software for \$862,500, to be paid over two years. The contract was signed on Nov. 28, 2005, but the board didn't learn about the software until Feb. 9, 2006 and they were told the total purchase price was \$450,000.

Johnson also told the board that the company was the sole provider of the software, meaning bids were not required.

Corts said in his review that it has since been confirmed "there are multiple providers of adult education software, including those whose products match more completely the desired capacities."

Blitt said he was unaware that the school board had not been consulted about the purchase, but said his company was "above board" in all its dealings with the state.

"Once (the contract) leaves our hands, we have no knowledge or insight at all, so whatever the chancellor did in his procedure after it was signed, we have no knowledge," he said.

Calls to Corts and Meadows were not immediately returned to the Associated Press. Efforts to reach Johnson's attorney, Joe Espy, were also unsuccessful.

Christopher Lee, chief executive officer of Products and Learning Solutions, said he first contacted Johnson about using the program in Alabama in the later part of 2004.

Blitt said a pilot program began at George Wallace State Community College in Hanceville on Aug. 24, 2004, followed by pilots at Shelton State Community College in Tuscaloosa on Dec. 22, 2004 and at Lurleen B. Wallace on Jan. 21, 2005.

Lee said the program is now being used in 25 of the state's community and technical colleges and "we have heard nothing but good things about the software. They love it and they're just eating it up."

Meadows said that Aztec wrote a letter detailing the specific aspects of the software that they alone offer. He said the letter met the state's requirements for sole-provider status and he passed the letter on to Johnson, who then presented it to the board.

Lee said his company was incorporated in 1999 and has two employees and "about 30 contractors." Both Lee and Blitt said they have not been contacted in an ongoing joint federal and state investigation of the two-year system.

School board member Stephanie Bell of Montgomery said the situation is an example of why board members should be

presented with more information and documents before voting on particular issues.

"That has been my complaint all along — that we never in the past are given anything but a basic outline," she said. "I would ask for more information, but it was like pulling teeth and you would receive it in pieces if you received it at all."

Corts said it had not been determined whether the approximately \$430,000 remaining on the contract would be paid.

Blitt and Lee said their companies had kept their end of the contract by supplying the software and training and hoped the state would do the same.

"Aztec Software has done and provided everything to this state to make the adult education software a success. Given that fact set and the fact that the state purchased the software with full knowledge of the cost, I can tell you that we would be very upset if the state decided it would not honor its legally binding agreement," Blitt said.

Meanwhile, no-bid multimillion-dollar deals for computer services for the two-year colleges during Johnson's tenure have become part of a federal investigation.

Corts said most of the colleges have spent millions on computers and software from the Jasper-based Access Group, a contract could become useless if the company's future is jeopardized by the ongoing federal probe.

The company's founder, Winston Hayes, has been identified as a federal witness and the company is implicated in a contract scheme used to steal state

money, The Birmingham News reported last month.

Access Group has made most of its money from software designed to manage school finances and student information for the state's two-year colleges.

Corts said some college presidents have complained they had to buy the software at Johnson's urging, and they believe they paid too much. Corts said he is looking for options in software and computer services.

The Access Group had nearly \$7 million in contracts from the two-year college system after Johnson became chancellor in 2002, the newspaper reported.

The company hired more staff: Johnson's daughter, Malinda Morgan; the wife of a powerful legislator; the wife of a two-year college president; and the brother of another college president, according to the report.

Johnson and other college system officials again argued that Access Group was the only company capable of handling the job, so they didn't seek competitive bids.

The newspaper was unable to reach Access Group executives for comment.

Access first surfaced publicly after then-Gov. Don Siegelman gave the company a \$1.3 million contract in 1999 to monitor Y2K issues for the state.

Hayes, the company founder, gave Siegelman \$12,000 in campaign contributions for his 1998 race for governor, pitched in \$5,000 to help cover Siegelman's 1999 inaugural expenses and, a few months later, gave \$10,000 to Siegelman's lottery campaign, records show.

Access Group owes the bulk of its success to Alabama's two-year colleges. Hayes created the company in 1994 and notes on the company's Web site that Beville State Community College at Sumiton was the first customer to buy its management software.

Today, 22 of the 28 clients listed on the Web site are Alabama two-year colleges. The company in the past year signed up its first out-of-state clients.

Beville State President Harold Wade, whose brother James Wade was hired by Access Group in 2004, has declined requests for interviews.

Wade issued a written statement when asked about the Access Group contracts. He said he hired the company after Johnson directed Beville State to find someone to develop GED and adult-education software in 2003.

"We entered into an agreement with the Department of Postsecondary Education, and the agreement was approved as proper and legal by the department attorney," Wade's statement said. "Since this was a Department of Postsecondary Education initiative, any further questions should be directed to the department."

Access Group also gave work to Johna Lindsey, the wife of House Education Budget Committee Chairman Richard Lindsey, D-Centre.

Lindsey said his wife received \$2,000 a month from the company to proofread company materials at home.

Connie Branch, the wife of Faulkner State Community College President Gary Branch, was hired to grade essays. ▲

NEWS *briefs*

Report Recommends Expansion of Maine Community Colleges

SOUTH PORTLAND, Maine (AP) — An advisory panel called for dramatic growth in Maine's community colleges to help the state meet an increasing demand for skilled workers.

The Governor's Community College Advisory Council said

the state should take the initial step of pumping \$20.3 million into the seven-college system to boost enrollment in credit courses from 13,000 to 17,000. The long-term goal, to be reached within 10 years, is to bring the total to 30,000, in line with the national average for a state of Maine's size.

The advisory council also recommended a major capital improvements bond issue to update and expand facilities at the colleges, but no dollar figure was mentioned.

The council, made up of leaders in business, labor and economic development, presented its findings to Gov. John Baldacci at Southern Maine Community College, who called the community college system one of "Maine's great success stories."

Noting that the system — created in 2003 from the former technical college system — is the smallest of its kind in the nation, the panel said a major expansion is needed to address a serious shortage of skilled workers who can compete in a changing economy marked by global competition.

"Our state's community colleges offer an affordable, accessible and efficient pathway

to higher education for thousands of Maine people," said Joanna Jones of Waldoboro, human resources director for Education Development Center Inc., who co-chaired the advisory council. "Now, Maine needs to turn this pathway into a multi-lane highway."

While enrollment in the community colleges has grown by 47 percent since the system was created, Jones emphasized that state funding has risen by only 10 percent.

In pushing for growth within the system, the council noted that only 37 percent of Mainers between the ages of 25 and 64 hold a college degree, compared to the New England average of

46 percent.

The report said more than two-thirds of new jobs created in Maine's economy are in occupations that require some postsecondary education, and well-paying jobs with good benefits are going unfilled for lack of skilled workers.

In seeking more taxpayer dollars for the system, the council said its priorities include support for both occupational training and the transfer of students to the University of Maine System; affordable access; convenient geographic access; help for more high school students to attend college and customized training for more Maine employers.

See *Briefs*, pg. 20, col. 1



Interpreting The Numbers

BY DR. VICTOR M. H. BORDEN

The tables that appear on the following pages list the public, two-year colleges that have experienced the largest percentage growth between Fall 2004 and Fall 2005, the two most recent years available through the federal government data collections known as IPEDS. In order to examine growth among institutions that vary in size from a few dozen students to tens of thousands, we stratify the institutions by size, considering separately institutions with enrollments less than 2,500; between 2,500 and 4,999; between 5,000 and 9,999; and 10,000 and higher. Within each list, we show the enrollments for each year, the absolute change in the number of students enrolled, and the change as a percent of the base year (Fall 2004) enrollment.

As in prior years, we include two summary tables. The first table places the public, two-year sector within the context of all accredited postsecondary institutions. This summary shows that the 1,138 public, two-year institutions included in this analysis represent 18 percent of all postsecondary institutions but enroll 35 percent of all students, second only to the public, four-year sector. There was a slight decline of less than one percent in enrollments among the public, two-year sector while total postsecondary enrollments increased by 1.4 percent. One of the reasons for this decline is that eight colleges that were previously part of the public, two-year sector added bachelor's degrees to their offerings and



thereby moved into the public, four-year sector (more on this later).

The second summary table relates to our stratification of institutions by size. It shows that the group containing the largest number of institutions, almost two-fifths of the total, is the group of colleges with the smallest enrollments (under 2,500). However, due to their small size they enroll a far smaller proportion of all students (8 per-

cent). Conversely, the 16 percent of institutions that enroll 10,000 or more students account for almost exactly one-half of all public, two-year enrollments. The largest size institution category was the only one to experience a decline in overall enrollments but its decline was large enough to bring the public, two-year total down. One factor that affects changes in enrollments among these categories is the number of

institutions that cross categories lines from one year to another. For example, one reason for the decline in the largest enrollment category is that the number of colleges (9) with enrollments above 10,000 in 2004 that declined to below 10,000 in 2005 outpaced the number (5) that grew from below 10,000 in 2004 to above 10,000 in 2005 (5).

Crunching the Numbers

What does it mean to be among the fastest growing public, two-year colleges in the country? That depends on what you mean by "public, two-year college" and what you mean by "enrollment." On the surface, these would appear to be simple questions but nothing is ever simple when it comes to reporting to the federal government. In this case, however, it is not generally the fault of the government, nor of the colleges.

We need to make clear exactly what you are looking at in order to begin to understand what to make of the results. There are four general issues to consider: The source of the data; the decisions we make in choosing what data to pull from source; the integrity of the data; and the vagaries of postsecondary institutional changes.

The Source

The National Center for Education Statistics (NCES), a division of the U.S. Department of Education, conducts a series of data collection surveys each year among the "Universe" of U.S. postsecondary edu-

Change of Status

Public Colleges that have Changed from Two-Year to Four-Year Status Since 1996: Enrollment Change Between 2004 and 2005

Current Name	Prior Name	State	Fall 2004	Fall 2005	Change	% Chg.
GREAT BASIN COLLEGE	SAME	Nev.	1524	2406	882	58%
MIAMI UNIVERSITY-MIDDLETOWN	SAME	Ohio	1538	1832	294	19%
MIAMI UNIVERSITY-HAMILTON	SAME	Ohio	2136	2440	304	14%
VINCENNES UNIVERSITY	SAME	Ind.	9856	10994	1138	12%
FOND DU LAC TRIBAL AND COMMUNITY COLLEGE	SAME	Minn.	1428	1556	128	9%
SITTING BULL COLLEGE	SAME	N. D.	168	180	12	7%
DIXIE STATE COLLEGE OF UTAH	DIXIE COLLEGE	Utah	8088	8650	562	7%
LOUISIANA STATE UNIVERSITY AT ALEXANDRIA	SAME	La.	1502	1604	102	7%
COMMUNITY COLLEGE OF SOUTHERN NEVADA	SAME	Nev.	29592	31388	1796	6%
BRAZOSPORT COLLEGE	SAME	Texas	3084	3232	148	5%
UNIVERSITY OF ARKANSAS-FORT SMITH	WESTARK COMMUNITY COLLEGE	Ark.	5262	5476	214	4%
MIDLAND COLLEGE	SAME	Texas	4742	4916	174	4%
ROGERS STATE UNIVERSITY	ROGERS STATE COLLEGE	Okla.	2710	2804	94	3%
DALTON STATE COLLEGE	DALTON COLLEGE	Ga.	3116	3206	90	3%
OKLAHOMA STATE UNIVERSITY-OKMULGEE	SAME	Okla.	3314	3386	72	2%
NORTHERN NEW MEXICO COLLEGE	NORTHERN NEW MEXICO COMMUNITY COLLEGE	N.M.	1544	1574	30	2%
MACON STATE COLLEGE	MACON COLLEGE	Ga.	3820	3886	66	2%
CHIPOLA COLLEGE	CHIPOLA JUNIOR COLLEGE	Fla.	1782	1812	30	2%
UNIVERSITY OF CINCINNATI-RAYMOND WALTERS COLLEGE	SAME	Ohio	2854	2902	48	2%
SUNY COLLEGE OF TECHNOLOGY AT CANTON	SAME	N. Y.	2382	2416	34	1%
KENT STATE UNIVERSITY-SALEM CAMPUS	KENT STATE UNIVERSITY-SALEM REGIONAL CAMPUS	Ohio	680	688	8	1%
EDISON STATE COMMUNITY COLLEGE	SAME	Ohio	2198	2212	14	1%
SUNY COLLEGE OF TECHNOLOGY AT DELHI	SAME	N.Y.	2802	2808	6	0%
UNIVERSITY OF SOUTH CAROLINA-BEAUFORT	UNIVERSITY OF SOUTH CAROLINA AT BEAUFORT	S.C.	1076	1072	-4	0%
ST PETERSBURG COLLEGE	SAINT PETERSBURG JUNIOR COLLEGE	Fla.	18030	17898	-132	-1%
SOUTH TEXAS COLLEGE	SOUTH TEXAS COMMUNITY COLLEGE	Texas	13374	13220	-154	-1%
MORRISVILLE STATE COLLEGE	SUNY COLLEGE OF AGRIC AND TECHN AT MORRISVILLE	N.Y.	3690	3614	-76	-2%
MIAMI DADE COLLEGE	MIAMI-DADE COMMUNITY COLLEGE	Fla.	43190	41658	-1532	-4%
POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY	SAME	W.Va.	1226	1174	-52	-4%
MAUI COMMUNITY COLLEGE	SAME	Hawaii	2014	1920	-94	-5%
OKALOOSA-WALTON COLLEGE	OKALOOSA-WALTON COMMUNITY COLLEGE	Fla.	5696	5368	-328	-6%
INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE CULTURE	INSTITUTE OF AMERICAN INDIAN ARTS	N.M.	160	100	-60	-38%
Total			184578	188392	3814	2%

cation. The data collection series is known as the Integrated Postsecondary Education Data Set, or IPEDS. Among the IPEDS series is the Fall Enrollment Survey, from which we pull these numbers. NCES contacts virtually every postsecondary institution in the U.S. and its protectorates and the vast majority replies. Why? Because if they do not they can lose their qualification for enrolling students who obtain federal financial aid. It's a pretty strong incentive.

The IPEDS Enrollment Survey asks for fall semester enrollment and is collected during the spring semester. NCES sends the survey to more than 7,000 postsecondary institutions. Among the colleges included in this analysis, the response rate is very close to 100 percent.

Eventually.

When we conduct our analysis, we use a preliminary release file because not every institution that will eventually reply has yet done so. However, for the type of institutions that we include the vast majority have responded.

In order to enable reliable analysis of the data, NCES issues very specific definitions as to whom to include in the counts. Specifically, they ask institutions to report, "all students enrolled in courses creditable toward a diploma, certificate, degree, or other formal award." In other words, they do not collect enrollments related to what is commonly called "non-credit" instruction. Since non-credit instruction is a very large component of many public, two-year college missions, it is important to note that

the survey does not reflect a large portion of many of these college's students.

Our Selection Criteria

Following a practice that NCES uses in its own reporting, we restrict our attention to the Title IV eligible institutions, that is, those that are accredited by either a regional or specialized postsecondary accreditation agency. We also consider only those institutions in the 50 states and the District of Columbia, excluding institutions in Puerto Rico and other "outlying areas," such as American Samoa, Formosa, Guam, etc. Finally, we exclude U.S. service academies, such as the Community College of the Air Force, which is probably the largest public, two-year institution in the world, but we don't know for sure since they haven't reported their enrollment for several years. But even if they did, we wouldn't include them because they are able to enroll students at locations all over the world and so are not directly comparable to the more contained institutions that we seek to compare. When all is said and done, we are considering just short of 1,140 public, two-year institutions.

Data Integrity

Most of the near 1,140 public, two-year colleges that report their data through the IPEDS enrollment survey do so reliably. However, there are a notable number of cases where mistakes are made. Although we can not provide a reliable estimate of the rate of accuracy, we do know that when

The Big picture

Number of Public, Two-Year Colleges and Award Program Enrollments by Size Group

Size Group	Institutions Number % of Total	Fall 2004 Enrollment	Fall 2005 Enrollment Number % of Total	% Change
< 2,500	414 38%	501,489	496,177	-1.1%
2,500 - 4,999	274 25%	1,013,114	1,018,540	0.5%
5,000 - 9,999	234 21%	1,642,220	1,640,539	-0.1%
10,000 +	178 16%	3,034,203	3,044,143	0.3%
Total	1,100 100%	6,185,854	6,266,713	1.3%

Note. Based on Fall 2005 reporting institutions that also reported enrollment for Fall 2004. Includes only institutions eligible for Title IV funding that are located in the 50 states or the District of Columbia and excludes service academies and institutions.

SOURCE: COMMUNITY COLLEGE WEEK ANALYSIS OF U.S. DEPARTMENT OF EDUCATION DATA (IPEDS).

Table 1.
Institutions Reporting Fall 2005 Enrollment through the U.S. Dept. of Education IPEDS System

Sector	Institutions		Fall 2004	Fall 2005 Enrollment		
	Number	% of Total	Enrollment	Number	% of Total	% Chg.
Public, 4-year or above	635	10%	6,721,134	6,822,376	38%	1.5%
Private nonprofit, 4-year or above	1,549	24%	3,365,929	3,411,744	19%	1.4%
Private for-profit, 4-year or above	408	6%	610,577	750,645	4%	22.9%
Public, 2-year	1,138	18%	6,275,969	6,235,531	35%	-0.6%
Private nonprofit, 2-year	218	3%	56,734	59,978	0.3%	5.7%
Private for-profit	818	13%	311,532	318,670	2%	2.3%
Public, less-than 2-year	218	3%	61,568	42,588	0.2%	-30.8%
Private nonprofit, less-than 2-year	93	1%	13,767	12,397	0.1%	-10.0%
Private for-profit, less-than 2-year	1,345	21%	239,399	253,265	1%	5.8%
Total	6,422	100%	17,656,609	17,907,194	100%	1.4%

SOURCE: COMMUNITY COLLEGE WEEK ANALYSIS OF U.S. DEPARTMENT OF EDUCATION DATA

we initially look at the data, we find a number of institutions that appear to have grown phenomenally, some more than doubling in size. We verify the data for these extreme cases by looking for collaborating sources. We contact individuals at these institutions, check their web sites, or look at the data maintained by state and system offices that also survey the institutions

regarding enrollment. If an institution informs us that the numbers they reported through IPEDS is incorrect, we remove them completely from the analysis rather than accepting their local counts, with one exception. If they indicate that they have or are re-submitting their data to IPEDS, we will replace the numbers they previously reported with those they will resubmit.

TOP 50 Fastest-Growing Public Two-Year Colleges
2,500 - 4,999 students*
 Ranked by percent growth in headcount

Rank / Institution	State	Fall 2004 Enroll.	Fall 2005 Enroll.	Growth	Percent Growth
1 REND LAKE COLLEGE	Ill.	3420	4913	1493	43.7%
2 WESTERN WYOMING COMMUNITY COLLEGE	Wyo.	2619	3356	737	28.1%
3 PALO VERDE COLLEGE	Calif.	3507	4214	707	20.2%
4 COCONINO COUNTY COMMUNITY COLLEGE	Ariz.	3232	3816	584	18.1%
5 HARRISBURG AREA COMMUNITY COLLEGE-LANCASTER	Pa.	4146	4842	696	16.8%
6 METROPOLITAN COMMUNITY COLLEGE - BLUE RIVER	Mo.	2290	2662	372	16.2%
7 GATEWAY COMMUNITY AND TECHNICAL COLLEGE	Ky.	2573	2952	379	14.7%
8 BOWLING GREEN TECHNICAL COLLEGE	Ky.	2477	2840	363	14.7%
9 SNOW COLLEGE	Utah	2968	3333	365	12.3%
10 GEORGIA HIGHLANDS COLLEGE	Ga.	3416	3817	401	11.7%
11 DARTON COLLEGE	Ga.	4125	4578	453	11.0%
12 SUSSEX COUNTY COMMUNITY COLLEGE	N.J.	3153	3461	308	9.8%
12 WEST CENTRAL TECHNICAL COLLEGE	Ga.	2634	2888	254	9.6%
12 NORTHERN OKLAHOMA COLLEGE	Okla.	4377	4797	420	9.6%
13 CENTRAL OHIO TECHNICAL COLLEGE	Ohio	2784	3046	262	9.4%
13 BOSSIER PARISH COMMUNITY COLLEGE	La.	4429	4845	416	9.4%
13 SOUTHERN MAINE COMMUNITY COLLEGE	Maine	4103	4487	384	9.4%
13 ARKANSAS STATE UNIVERSITY - BEEBE	Ark.	3636	3976	340	9.4%
15 SANDHILLS COMMUNITY COLLEGE	N.C.	3327	3636	309	9.3%
15 JOHNSTON COMMUNITY COLLEGE	N.C.	3758	4095	337	9.0%
16 HOLMES COMMUNITY COLLEGE	Miss.	4494	4896	402	8.9%
17 SOUTHERN UNIVERSITY AT SHREVEPORT	La.	2331	2536	205	8.8%
18 COCHISE COLLEGE	Ariz.	4270	4610	340	8.0%
19 CASPER COLLEGE	Wyo.	3799	4100	301	7.9%
20 ROBESON COMMUNITY COLLEGE	N.C.	2346	2527	181	7.7%
20 SPARTANBURG TECHNICAL COLLEGE	S.C.	4095	4409	314	7.7%
21 ATLANTA TECHNICAL COLLEGE	Ga.	3274	3523	249	7.6%
21 HUTCHINSON COMMUNITY COLLEGE	Kan.	4526	4869	343	7.6%
22 MORTON COLLEGE	Ill.	4436	4744	308	6.9%
22 CENTRAL VIRGINIA COMMUNITY COLLEGE	Va.	4480	4787	307	6.9%
23 LAKESHORE TECHNICAL COLLEGE	Wis.	2751	2939	188	6.8%
24 JAMES A RHODES STATE COLLEGE	Ohio	2865	3058	193	6.7%
24 LAMAR INSTITUTE OF TECHNOLOGY	Texas	2540	2711	171	6.7%
24 GAVILAN COLLEGE	Calif.	4550	4854	304	6.7%
24 PIEDMONT COMMUNITY COLLEGE	N.C.	2432	2594	162	6.7%
24 RAPPAHANNOCK COMMUNITY COLLEGE	Va.	2691	2870	179	6.7%
25 DANVILLE AREA COMMUNITY COLLEGE	Ill.	2559	2728	169	6.6%
25 IVY TECH COMMUNITY COLLEGE-BLOOMINGTON	Ind.	3169	3378	209	6.6%
25 ITAWAMBA COMMUNITY COLLEGE	Miss.	4672	4979	307	6.6%
26 WISCONSIN INDIANHEAD TECHNICAL COLLEGE	Wis.	3321	3533	212	6.4%
26 COASTAL GEORGIA COMMUNITY COLLEGE	Ga.	2879	3062	183	6.4%
27 SOUTH MOUNTAIN COMMUNITY COLLEGE	Ariz.	4293	4561	268	6.2%
28 ODESSA COLLEGE	Texas	4569	4849	280	6.1%
29 LANIER TECHNICAL COLLEGE	Ga.	3019	3196	177	5.9%
30 ROGUE COMMUNITY COLLEGE	Ore.	4211	4454	243	5.8%
31 WEATHERFORD COLLEGE	Texas	4308	4545	237	5.5%
32 YORK TECHNICAL COLLEGE	S.C.	3937	4153	216	5.5%
32 JEFFERSON COLLEGE	Mo.	4136	4355	219	5.3%
33 NH COMMUNITY TECHNICAL COLLEGE-NASHUA/CLAREMONT	N.H.	2855	3002	147	5.1%
34 BISHOP STATE COMMUNITY COLLEGE	Ala.	4650	4883	233	5.0%
34 COOSA VALLEY TECHNICAL COLLEGE	Ga.	2755	2893	138	5.0%

SOURCE: COMMUNITY COLLEGE WEEK ANALYSIS OF U.S. DEPARTMENT OF EDUCATION DATA

TOP 50 Fastest-Growing Public Two-Year Colleges
5,000 - 9,999 students*
 Ranked by percent growth in headcount

Rank / Institution	State	Fall 2004 Enroll.	Fall 2005 Enroll.	Growth	Percent Growth
1 TAFT COLLEGE	Calif.	7191	8466	1275	17.7%
2 PIERCE COLLEGE AT FORT STEILACOOM	Wash.	7031	7865	834	11.9%
3 SEATTLE COMMUNITY COLLEGE-SOUTH CAMPUS	Wash.	6054	6769	715	11.8%
4 N.H. COMMUNITY TECH. COLLEGE-MANCHESTER	N.H.	4609	5150	541	11.7%
5 CENTRAL GEORGIA TECHNICAL COLLEGE	Ga.	5464	6047	583	10.7%
6 KELLOGG COMMUNITY COLLEGE	Mich.	5647	6200	553	9.8%
7 STARK STATE COLLEGE OF TECHNOLOGY	Ohio	6265	6857	592	9.4%
8 IVY TECH COMMUNITY COLLEGE-LAFAYETTE	Ind.	5274	5742	468	8.9%
9 MINNEAPOLIS COMMUNITY AND TECHNICAL COLLEGE	Minn.	7100	7727	627	8.8%
10 NORTH CENTRAL TEXAS COLLEGE	Texas	6475	7020	545	8.4%
11 NEW MEXICO STATE UNIVERSITY-DONA ANA BRANCH	N.M.	6083	6570	487	8.0%
12 NAVARRO COLLEGE	Texas	6019	6451	432	7.2%
13 GLOUCESTER COUNTY COLLEGE	N.J.	5636	6022	386	6.8%
13 MINN. STATE COMMUNITY AND TECHNICAL COLLEGE	Minn.	5274	5631	357	6.8%
14 Horry-GEORGETOWN TECHNICAL COLLEGE	S.C.	5029	5362	333	6.6%
15 CORNING COMMUNITY COLLEGE	N.Y.	4987	5310	323	6.5%
16 PULASKI TECHNICAL COLLEGE	Ark.	7222	7685	463	6.4%
17 GENESEE COMMUNITY COLLEGE	N.Y.	6106	6490	384	6.3%
18 EL CENTRO COLLEGE	Texas	5806	6166	360	6.2%
18 CLACKAMAS COMMUNITY COLLEGE	Ore.	6902	7329	427	6.2%
19 WEST LOS ANGELES COLLEGE	Calif.	8267	8772	505	6.1%
19 CAPE FEAR COMMUNITY COLLEGE	N.C.	7073	7501	428	6.1%
20 OLYMPIC COLLEGE	Wash.	6455	6844	389	6.0%
20 NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE	Pa.	6623	7019	396	6.0%
21 GUILFORD TECHNICAL COMMUNITY COLLEGE	N.C.	8491	8984	493	5.8%
22 SHELTON STATE COMMUNITY COLLEGE	Ala.	5445	5754	309	5.7%
23 NORTH LAKE COLLEGE	Texas	8779	9268	489	5.6%
24 LOS ANGELES MISSION COLLEGE	Calif.	6967	7347	380	5.5%
25 IOWA WESTERN COMMUNITY COLLEGE	Iowa	4844	5092	248	5.1%
25 COLLEGE OF THE DESERT	Calif.	7938	8341	403	5.1%
25 ATLANTIC CAPE COMMUNITY COLLEGE	N.J.	6515	6845	330	5.1%
26 BURLINGTON COUNTY COLLEGE	N.J.	7514	7888	374	5.0%
27 ARIZONA WESTERN COLLEGE	Ariz.	6450	6761	311	4.8%
27 ASHEVILLE BUNCOMBE TECHNICAL COMMUNITY COLLEGE	N.C.	6048	6337	289	4.8%
27 NORTHWEST VISTA COLLEGE	Texas	8466	8870	404	4.8%
28 OZARKS TECHNICAL COMMUNITY COLLEGE	Mo.	8959	9381	422	4.7%
29 GERMANIA COMMUNITY COLLEGE	Va.	4799	5018	219	4.6%
30 FOX VALLEY TECHNICAL COLLEGE	Wis.	7523	7855	332	4.4%
30 SOMERSET COMMUNITY COLLEGE	Ky.	5819	6075	256	4.4%
31 NORWALK COMMUNITY COLLEGE	Conn.	5790	6036	246	4.2%
32 MANCHESTER COMMUNITY COLLEGE	Conn.	5906	6135	229	3.9%
33 NORTHWEST ARKANSAS COMMUNITY COLLEGE	Ark.	5266	5467	201	3.8%
34 JOHN TYLER COMMUNITY COLLEGE	Va.	6092	6314	222	3.6%
35 GAINESVILLE STATE COLLEGE	Ga.	5778	5981	203	3.5%
35 GATEWAY COMMUNITY COLLEGE	Ariz.	7583	7846	263	3.5%
36 HARTNELL COLLEGE	Calif.	9368	9685	317	3.4%
37 CHANDLER/GILBERT COMMUNITY COLLEGE	Ariz.	8663	8940	277	3.2%
38 OWENSBORO COMMUNITY AND TECHNICAL COLLEGE	Ky.	4888	5041	153	3.1%
39 QUINSIGAMOND COMMUNITY COLLEGE	Mass.	5794	5970	176	3.0%
39 DUTCHESS COMMUNITY COLLEGE	N.Y.	7790	8020	230	3.0%

SOURCE: COMMUNITY COLLEGE WEEK ANALYSIS OF U.S. DEPARTMENT OF EDUCATION DATA

Aside from human error, there are some important reasons why institutions decide that the data they reported are incorrect. There is some leeway in how to interpret IPEDS definitions and particularly the issue as to what constitutes a "creditable" course. For example, some respondents may consider only courses that award credit hours upon completion. Others also include enrollments in courses that do not offer credits, per se, but when completed count toward a degree. This is a very nuanced difference but enough to change enrollment

counts at some colleges considerably when a new person takes over reporting responsibilities and exercises different judgments than her or his predecessor.

The bottom line on data integrity is that we do our best to weed out obvious errors but we do not uncover every case. And even if the data are technically correct, they will not necessarily agree with enrollment counts you find on a specific college's web site or when you contact an official at the college who use different definitions.

Changing Landscape

Perhaps the most interesting things we learn while conducting this analysis, is how much the landscape of the public, two-year college sector changes, even in one year. Although we cannot convey every case of change readily, it is instructive to consider some examples and how they affect the results of this analysis.

When we initially examined the data, we found that a number of institutions in the Kentucky Community and Technical

College system appeared to have grown substantially between Fall 2004 and Fall 2005. What we subsequently learned was that there were a number of campus mergers between the two years. For example, Lawson State Community College merged with Bessemer State Technical College with all enrollments reported under the Lawson State name. Similarly, West Kentucky Technical College merged with Paducah Community College with the enrollments now reported under the West Kentucky name. We decided not to represent

TOP 50 Fastest-Growing
 Public Two-Year
 Colleges

Fewer than 2,500 students*
 Ranked by percent growth in headcount

Rank/Institution	State	Fall 2004 Enroll.	Fall 2005 Enroll.	Growth	Percent Growth
1 L E FLETCHER TECHNICAL COMMUNITY COLLEGE	La.	805	1614	809	100.5%
2 WESTERN SUFFOLK BOCES	N.Y.	284	484	200	70.4%
3 MCC - BUSINESS & TECHNOLOGY COLLEGE	Mo.	357	602	245	68.6%
4 LOUISIANA TECHNICAL COLLEGE-LAFOURCHE CAMPUS	La.	293	485	192	65.5%
5 CHIEF DULL KNIFE COLLEGE	Mont.	356	554	198	55.6%
6 TOLEDO SCHOOL OF PRACTICAL NURSING	Ohio	261	381	120	46.0%
7 LOUISIANA TECH. COLLEGE-HAMMOND AREA CAMPUS	La.	212	304	92	43.4%
8 NORTHWESTERN TECHNICAL COLLEGE	Ga.	1663	2303	640	38.5%
9 LOUISIANA TECH. COLLEGE-JUMONVILLE CAMPUS	La.	111	149	38	34.2%
10 OGDEN-WEBER APPLIED TECHNOLOGY COLLEGE	Utah	1867	2494	627	33.6%
11 MONTANA TECH-COLLEGE OF TECHNOLOGY	Mont.	319	421	102	32.0%
12 ILISAGVIK COLLEGE	Alaska	214	278	64	29.9%
13 MONT. ST. UNIVERSITY-COLLEGE OF TECH.-GREAT FALLS	Mont.	1444	1875	431	29.8%
14 TENNESSEE TECHNOLOGY CENTER AT WHITEVILLE	Tenn.	116	149	33	28.4%
14 HEART OF GEORGIA TECHNICAL COLLEGE	Ga.	1367	1755	388	28.4%
15 EASTERN WVA COMMUNITY AND TECHNICAL COLLEGE	W.Va.	694	882	188	27.1%
16 SHERIDAN TECHNICAL CENTER	Fla.	1122	1410	288	25.7%
17 GEORGIA AVIATION & TECHNICAL COLLEGE	Ga.	203	252	49	24.1%
18 WARREN COUNTY COMMUNITY COLLEGE	N.J.	1332	1647	315	23.6%
19 WASHINGTON-HOLMES TECHNICAL CENTER	Fla.	566	698	132	23.3%
20 TILLAMOOK BAY COMMUNITY COLLEGE	Ore.	243	299	56	23.0%
21 LOUISIANA TECHNICAL COLLEGE-TECHE AREA CAMPUS	La.	387	469	82	21.2%
22 LOUISIANA TECHNICAL COLLEGE-RUSTON CAMPUS	La.	168	202	34	20.2%
22 COLUMBIA GORGE COMMUNITY COLLEGE	Ore.	831	999	168	20.2%
23 LOUISIANA TECHNICAL COLLEGE-RIVER PARISHES CAMPUS	La.	349	417	68	19.5%
24 NEBRASKA COLLEGE OF TECHNICAL AGRICULTURE	Neb.	220	262	42	19.1%
24 LOUISIANA TECHNICAL COLLEGE-LAMAR SALTER CAMPUS	La.	241	287	46	19.1%
25 UNIVERSITY OF PITTSBURGH MEDICAL CENTER	Pa.	60	71	11	18.3%
25 ARKANSAS STATE UNIVERSITY-NEWPORT	Ark.	1029	1217	188	18.3%
25 L. A. COUNTY COLLEGE OF NURSING & ALLIED HEALTH	Calif.	230	272	42	18.3%
26 LOUISIANA TECH COLLEGE-YOUNG MEMORIAL CAMPUS	La.	665	786	121	18.2%
26 NICHOLS CAREER CENTER	Mo.	66	78	12	18.2%
27 SOUTHERN ARKANSAS UNIVERSITY TECH	Ark.	1501	1768	267	17.8%
28 MONT. STATE UNIVERSITY-BILLINGS-COLLEGE OF TECH.	Mont.	887	1040	153	17.2%
29 WESTERN DAKOTA TECHNICAL INSTITUTE	S.D.	893	1043	150	16.8%
30 MID-SOUTH COMMUNITY COLLEGE	Ark.	1265	1467	202	16.0%
31 OUACHITA TECHNICAL COLLEGE	Ark.	1381	1590	209	15.1%
31 LOUISIANA TECHNICAL COLLEGE-LAFAYETTE CAMPUS	La.	784	902	118	15.1%
32 UNIVERSITY OF ARK. COMMUNITY COLLEGE-MORRILTON	Ark.	1512	1739	227	15.0%
33 GEORGIA MILITARY COLLEGE-ATLANTA CAMPUS	Ga.	452	519	67	14.8%
34 LOUISIANA TECHNICAL COLLEGE-MORGAN SMITH CAMPUS	La.	187	214	27	14.4%
35 NORTH COUNTRY COMMUNITY COLLEGE	N.Y.	1407	1605	198	14.1%
36 EAST GEORGIA COLLEGE	Ga.	1318	1503	185	14.0%
37 LIVELY TECHNICAL CENTER	Fla.	899	1024	125	13.9%
38 GEORGIA MILITARY COLLEGE-WARNER ROBINS CAMPUS	Ga.	704	798	94	13.4%
39 SAGINAW CHIPPEWA TRIBAL COLLEGE	Mich.	109	123	14	12.8%
40 NORTHEAST KANSAS TECHNICAL COLLEGE	Kan.	275	310	35	12.7%
41 GREAT OAKS INSTITUTE OF TECH CAREER DEV.	Ohio	519	583	64	12.3%
42 NORTHEAST ALABAMA COMMUNITY COLLEGE	Ala.	2005	2245	240	12.0%
43 HIGH PLAINS TECHNOLOGY CENTER	Okla.	86	96	10	11.6%

SOURCE: COMMUNITY COLLEGE WEEK ANALYSIS OF U.S. DEPARTMENT OF EDUCATION DATA

TOP 50 Fastest-Growing
 Public Two-Year
 Colleges

10,000 or more students*
 Ranked by percent growth in headcount

Rank/Institution	State	Fall 2004 Enroll.	Fall 2005 Enroll.	Growth	Percent Growth
1 COLLEGE OF THE CANYONS	Calif.	13953	15947	1994	14.3%
2 OHLONE COLLEGE	Calif.	9274	10557	1283	13.8%
3 RIO HONDO COLLEGE	Calif.	16748	19012	2264	13.5%
4 VICTOR VALLEY COMMUNITY COLLEGE	Calif.	9309	10486	1177	12.6%
5 N. HARRIS MONTGOMERY CC DISTRICT	Texas	35788	39949	4161	11.6%
6 RIO SALADO COLLEGE	Ariz.	16092	17415	1323	8.2%
7 HINDS COMMUNITY COLLEGE	Miss.	9822	10621	799	8.1%
8 DEL MAR COLLEGE	Texas	11345	12006	661	5.8%
9 BUTTE COLLEGE	Calif.	12745	13453	708	5.6%
10 SOUTHWESTERN COLLEGE	Calif.	18342	19324	982	5.4%
11 EDISON COLLEGE	Fla.	10116	10653	537	5.3%
11 SANTA MONICA COLLEGE	Calif.	27459	28908	1449	5.3%
12 DES MOINES AREA COMMUNITY COLLEGE	Iowa	15256	16046	790	5.2%
13 LORAIN COUNTY COMMUNITY COLLEGE	Ohio	9729	10196	467	4.8%
14 OWENS COMMUNITY COLLEGE	Ohio	19671	20595	924	4.7%
15 GRAND RAPIDS COMMUNITY COLLEGE	Mich.	14144	14798	654	4.6%
16 TIDEWATER COMMUNITY COLLEGE	Va.	22691	23718	1027	4.5%
16 WAKE TECHNICAL COMMUNITY COLLEGE	N.C.	11322	11832	510	4.5%
16 NORTHEAST WISCONSIN TECHNICAL COLLEGE	Wis.	10865	11353	488	4.5%
17 LOS ANGELES TRADE TECHNICAL COLLEGE	Calif.	12824	13377	553	4.3%
17 COLLIN COUNTY COMMUNITY COLLEGE DISTRICT	Texas	17702	18457	755	4.3%
18 SCHOOLCRAFT COLLEGE	Mich.	10213	10606	393	3.8%
18 INDIAN RIVER COMMUNITY COLLEGE	Fla.	12912	13404	492	3.8%
19 MODESTO JUNIOR COLLEGE	Calif.	17177	17810	633	3.7%
20 RICHLAND COLLEGE	Texas	13922	14399	477	3.4%
21 FOOTHILL COLLEGE	Calif.	16609	17123	514	3.1%
21 BERGEN COMMUNITY COLLEGE	N.J.	14325	14762	437	3.1%
22 LANSING COMMUNITY COLLEGE	Mich.	19471	20057	586	3.0%
22 MIRACOSTA COLLEGE	Calif.	9826	10120	294	3.0%
22 ILLINOIS CENTRAL COLLEGE	Ill.	12046	12402	356	3.0%
23 LOS ANGELES PIERCE COLLEGE	Calif.	17381	17859	478	2.8%
24 REEDLEY COLLEGE	Calif.	11082	11374	292	2.6%
24 BLINN COLLEGE	Texas	13999	14360	361	2.6%
25 CABRILLO COLLEGE	Calif.	14017	14369	352	2.5%
26 TRUCKEE MEADOWS COMMUNITY COLLEGE	Nev.	11174	11431	257	2.3%
26 EL PASO COMMUNITY COLLEGE	Texas	26078	26667	589	2.3%
27 TARRANT COUNTY COLLEGE DISTRICT	Texas	34136	34892	756	2.2%
28 METROPOLITAN COMMUNITY COLLEGE AREA	Neb.	12961	13237	276	2.1%
28 JOLIET JUNIOR COLLEGE	Ill.	12751	13022	271	2.1%
29 LOS ANGELES CITY COLLEGE	Calif.	15958	16283	325	2.0%
29 TALLAHASSEE COMMUNITY COLLEGE	Fla.	12775	13029	254	2.0%
30 CITY COLLEGE OF SAN FRANCISCO	Calif.	42438	43255	817	1.9%
30 EASTFIELD COLLEGE	Texas	11690	11915	225	1.9%
30 CUESTA COLLEGE	Calif.	10114	10307	193	1.9%
31 SACRAMENTO CITY COLLEGE	Calif.	21409	21784	375	1.8%
31 FRESNO CITY COLLEGE	Calif.	21540	21917	377	1.8%
32 TRITON COLLEGE	Ill.	15597	15845	248	1.6%
32 AMERICAN RIVER COLLEGE	Calif.	30055	30527	472	1.6%
33 BROOKDALE COMMUNITY COLLEGE	N.J.	13083	13279	196	1.5%
34 OKLAHOMA CITY COMMUNITY COLLEGE	Okla.	12570	12752	182	1.4%
34 ANNE ARUNDEL COMMUNITY COLLEGE	Md.	14421	14629	208	1.4%
34 CENTRAL PIEDMONT COMMUNITY COLLEGE	N.C.	16400	16636	236	1.4%
34 WASHTENAW COMMUNITY COLLEGE	Mich.	12022	12193	171	1.4%

SOURCE: COMMUNITY COLLEGE WEEK ANALYSIS OF U.S. DEPARTMENT OF EDUCATION DATA

these mergers as growth for the campus whose name was retained.

There were some other interesting changes that we decided to include as representative of growth. For example, the Business & Technology College of the Metropolitan Community College experienced significant growth as a result of changing a number of programs from non-credit to credit status. Another, more complex example involves a college that was affected by Hurricane Katrina. Part of the substantial growth at L. E. Fletcher

Technical Community College was due to students who were displaced from other, more severely affected colleges, but it was only a part of that growth. After speaking with a college representative, we decided that the other contributing factors were significant enough to warrant their inclusion in the list.

The final vagary that we offer explains why many community colleges that appeared in prior year analyses are no longer present. Since we began this annual report, many institutions have changed

from two-year to four-year status. Perhaps the most well known of these is Miami Dade College, formerly Miami-Dade Community College. Although the vast majority of enrollments and degrees at Miami Dade are within two-year or lower programs, once an institution offers a bachelor's degree, it is considered within the IPEDS reporting system to be a four-year institution. To illustrate the scope of these changes, we provide a table that shows 32 previous public, two-year colleges that attained four-year status some time in the

last ten years (since 1996). The table arrays these 32 colleges in terms of their percentage growth over the past year. It also shows if their status change included a change in name. Overall these institutions grew by 2 percent in enrollment over the past year, with gainers outnumbering losers by nearly 3 to 1. ▲

Dr. Victor M. H. Borden is associate vice president, Indiana University, and associate professor of psychology, IUPUI.



Colleges Wading In Rising Tide

Some community colleges are swimming upstream
against climbing enrollments.

BY SARA BURNETT

Some people might consider it the perfect storm.

About six years ago, Wayne County Community College District set out to recruit a greater number of the county's underserved population — urban residents, many of them first-generation college students. The district stepped up its marketing and took steps to eliminate some of the obstacles preventing those students from enrolling. It started a child care program, for example, and began offering free bus passes to students.

Around the same time, automobile manufacturers — the lifeblood of many communities in and around Detroit — began laying off workers. Soon Wayne County had one of the nation's highest unemployment rates, and scores of displaced auto workers were turning to the college district and its five campuses for retraining, some as part of contracts between the college and labor unions.

The two factors combined to make Wayne County one of the fastest-growing community colleges in the country with a headcount of students in degree or credit programs of nearly 15,000 students in 2005.

It's a trend that is continuing this fall as well, as the district continues to rack up increases that its chancellor, Curtis L. Ivery can describe only as "phenomenal."

According to the U.S. Department of Education, Wayne County grew to 14,764 full-time equivalent students in for-credit programs in fall 2005, up from 11,858 in the fall of 2004, for an increase of 24.5 percent.

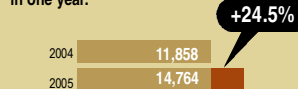
Ivery says the final headcount for 2005



Programs which retrain displaced workers are a key contributor to increases in community college enrollment.

Double-digit growth

Wayne County Community College District enrollment grew significantly in one year.



SOURCE: CCW RESEARCH

19,600 students, for another double-digit increase.

"I would like to think we're just doing a great job of recruiting, and I think we are. But I would be foolish if I didn't acknowledge the economy," he says.

Expanding Facilities

Growth also has been fueled by an increase in distance learning — total headcount for online courses has more than doubled each year for three straight years — and dual enrollment. Special mentoring and tutoring programs at local high schools have helped increase penetration in places

where previously, a "vast number" of students didn't consider college, Ivery says.

To meet the demand, the college has hired more part-time faculty members and offered more online courses. It also is expanding its facilities, with the help of a sizeable mill increase approved by the district's taxpayers in 2001.

Combined with other funds, the district plans to spend between \$300 million and \$400 million on capital improvements, Ivery says. The projects include deferred maintenance on existing buildings, a new Performing Arts Center at the Downriver campus and the renovation of the Information Technology Data Center at the admin-

istration building.

The district also recently completed a \$5.5 million Michigan Institute for Public Safety Education center that includes a four-story fire tower and a man-made lake for water rescue simulations.

Crunch Time

Space also is an issue at Santa Ana College, which is serving about 30,000 students this fall. Between 2004 and 2005, the college saw its full-time equivalent enrollment grow approximately 8 percent, a number President Erlinda Martinez described as "huge" because of the college's size.

"It takes a lot of new students to see an increase like that," Martinez says. Between 2005 and 2006, the college saw another enrollment jump of about 3 percent, she says.

When Santa Ana opened its doors at its current location 92 years ago, the site probably seemed like plenty of space, Martinez says. But today she describes Santa Ana College as one of the largest community colleges in California on one of the smallest pieces of property.

"We're now past the year 2000, and we're really feeling landlocked," she says.

To ease the crunch, the college has teamed up with area organizations to offer classes at other locations. Some of its nursing program, for example, takes place at local hospitals. The college also is building a new digital media center offsite, along with a new sheriff's academy.

Martinez attributed some of the college's growth to an increase in online programs and closer partnerships with area high schools, where the focus has been on making sure students are ready for college-level work. This fall, Santa Ana saw a 15 percent increase in the number of students taking online courses – a number that continues to grow, Martinez says. The number of students entering Santa Ana ready to be placed in college English also has grown by 300 percent since the college began focusing on that area a few years ago.

A few other changes may have contributed to growth in 2005. Prior to that fall, the college changed some of the ways it marketed itself, focusing more on neighborhoods and less on mass-appeal advertising. Billboards that had been located along freeways were moved to arterial

streets, for example. Print advertisements shifted to high school newspapers and football programs.

"In reality, community-college students come from the neighborhoods," Martinez says.

The college also made changes to its schedule, offering fewer days of classes, with each

class session lasting a bit longer.

Santa Ana now has a 15- to 16-week fall semester, followed by an intense four-week, three-credit session in January, then a shorter spring semester. The schedule is attractive to students who want to get in, get their work done, and get out as quickly as possible, Martinez says.

Sticker Shock

Both Santa Ana and Wayne County also need to hire a crop of new faculty members. Doing so can be difficult, particularly in areas such as math and science, both Ivory and Martinez say.

Santa Ana faces the added problem of "sticker shock" when potential faculty members from

outside Orange County find out about the area's high housing costs.

Still, the rapid enrollment growth is a challenge Martinez says she's happy to have.

"I would rather face the challenge of serving students and meeting the needs of students than the other way around," she says. ▲



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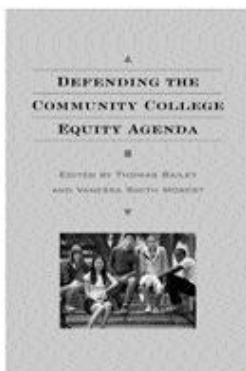
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edited by Thomas Bailey and Vanessa Smith Mores



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THE FASTEST GROWING TWO-YEAR INSTITUTIONS

As Enrollment In Technical Education Grows, So Does its Scope

BY PAUL BRADLEY

Once derided as the province of the under-achieving and poorly-motivated, vocational education is experiencing a renaissance.

In fact, it is not even called vocational education anymore. That disparaging term has been replaced by the more respectable "career and technical education" as advocates seek to burnish its image.

No matter what its name, interest in career and technical training is on the rise at both the secondary and post-secondary levels. According to the U.S. Department of Education, enrollment in technical education jumped from 9.6 million students in 1999 to 15.1 million in 2004, an increase of 57 percent. One-third of all students enrolled in post-secondary programs are taking some kind of technical training, according to the DOE.

Career and technical colleges are well-represented in Community College Week's annual listing of the fastest-growing two-year colleges nationwide. But these institutions are not offering the vocational education of yesteryear.

New Fields of Study

No longer are course offerings dominated by auto shop and woodworking. Today, courses are more likely to be in areas such as biotechnology, DNA forensics and robotics — fields that did not



Bettsey L. Barhorst

even exist a generation ago.

The embrace of career and technical education is being driven primarily by changes in the American economy and the desire to create shorter, alternative pathways into the job market.

"Many real world jobs demand real world skills," says Bettsey L. Barhorst, president of Wisconsin's Madison Area Technical College. "But many of them don't demand a four-year college degree."

That reality has spurred both state and federal governments into action.

Last August, President Bush signed legislation renewing the Carl D. Perkins Vocational and Technical Education Training Act, providing \$1.3 billion to states in the next fiscal year for career and technical education at high schools and community colleges.

In California, home of the country's largest community col-

lege system, Gov. Arnold Schwarzenegger is a vocal advocate of career and technical education. Lawmakers there pumped \$100 million into new technical education programs this year. In North Carolina, officials are relying heavily on community colleges to retrain workers displaced by the contraction of the state's textile and furniture industries.

Government officials are responding to the imperatives of the new economy and taking advantage of the nimbleness of community colleges in devising new programs, says Alisha Hyslop, assistant director for public policy for the Association for Career and Technical Education.

"The economy is really contributing to this trend," she says. "People are beginning to recognize that in order to be competitive, our education system has to be more than academic theory. There needs to be more relevance in the workplace."

Meeting Local Needs

That is what colleges such as Metro Technical Centers in Oklahoma City are trying to do, says spokesman Brian Ruttmann. The college's full-time enrollment climbed from 1,529 in 2002 to 2,162 in 2005. Enrollment in part-time classes for adult learners also has been on the rise. It numbered more than 20,000 in 2005, compared to about 13,000 in 2002.

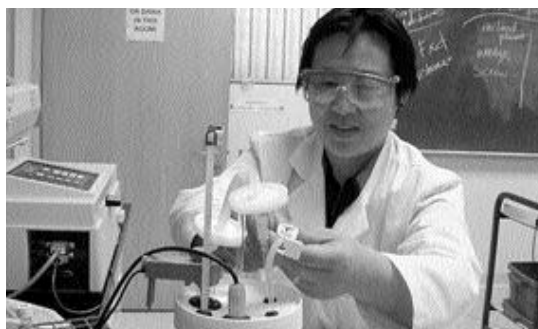
Working with local business

leaders, the college starting in 2001 has devised courses to meet their workforce needs. For example, the college offers a popular aviation maintenance technology program, owing to the college's proximity to Tinker Air Force Base. After completing the course, graduates can apply for Federal Aviation Administration certification. The base employs about 150 Metro Tech graduates.

"The base has told us they have an aging workforce," Ruttman says. "With the number of people they have retiring, they can't fill the need."

The downside is that Metro Tech currently is unable to accommodate all the students who want to enroll, despite the fact that courses are offered 18 hours a day, seven days a week. Officials have appealed to state lawmakers for more money, and the college maintains a waiting list of about 150 students seeking to gain admission to the course. About 450 people are currently enrolled in the course.

L. E. Fletcher Technical Community College also has designed many of its course offerings to respond to the needs of local businesses, says its chancellor, L.



Biotechnology courses are growing in popularity.

Travis Lavigne Jr. Located in southern Louisiana, near the Gulf of Mexico, the college has placed a premium on marine and oil drilling-related industries.

Enrollment at the college more than doubled from 805 students in 2004 to 1,614 in 2005. Most of the increase is due to the addition of 21 academic-oriented courses in a partnership with Nicholls State University, Lavigne says. Enrollment in technical courses held steady, despite the fact that unemployment in the region is just 2.5 percent. An abundance of jobs tends to depress enrollment in job-training courses, he said.

Lavigne says that today's technical courses offered are far different and more demanding than were their predecessors. Students aspiring to be the captain of vessel plying the Gulf of Mexico, for instance, need to know as much about computers as they do about navigation.

"Most vessels today use dynamic position systems that keep ships within one meter of where they are supposed to be," he says. "Today's captains need to be very sophisticated. They steer with a joystick instead of a wheel. They need to know computers."

The Right Mix

Still, the trend toward more career and technical education has raised concerns among some educators who question whether high academic standards will be sacrificed in the rush toward practical job training.

Studies have found that tech-ed students tend to not achieve their stated academic goals. A 2004 report to Congress by the federal Department of Education entitled the National Assessment of Vocational Education found that fewer than half of post-secondary technical education participants who were seeking a degree or certificate take enough courses to earn a credential.

Among tech-ed students, the study found that "53 percent had not completed any degree, and about three-fourths of those who did not complete were no longer enrolled. Another 9 percent had completed a certificate, a degree less ambitious than their original objectives."

The report blames those results on the inability of many community colleges to simultaneously meet the needs of both academic and

occupational students.

"Community colleges have yet to figure out and implement the optimal approach to providing direct occupational preparation within an institutional structure that continues to rest on a foundation oriented toward academic education," the report concluded.

Barhorst contends some colleges are beginning to figure out that equation.

"Our graduates are not blue collar workers, and they aren't white collar workers," she says. "We call them the polo-shirt workers, with a gold collar, to show they have a job and can make good money."

Darrell Luzzo, the incoming president of the National Career Development Association, says colleges must insist on high academic standards even as they offer practical job training.

"I think in the past there was a perception that vocational education did not pay attention to academic standards," he says. "But that doesn't work anymore. Academic standards and career training have to work in tandem. Those in career education have to be held to high academic standards." ▲

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Students, Faculty Members at Calif. College Fight to Prevent Sale of District's Private Island

By MARLA FISHER

COSTA MESA, CA — Orange Coast College students and professors are protesting a plan to sell a beautiful but isolated wilderness island in British Columbia that was donated to the college by a wealthy benefactor in 2003.

Rabbit Island has 40 acres of wilderness forest, along with several buildings. The island has supported photography, biology, archaeology and sailing classes over the last two summers, but heavy storms make it unsuitable for classroom use in the winter.

Recently, professors at the college applied for a planning grant of \$25,000 from the National Science Foundation, seeking to use the island as a field research station without continuing to drain the college's resources.

But, recently, the marine committee, a committee of the Orange Coast College Foundation has recommended that the island be sold. The proceeds from the sale, estimated at \$1.5 million to \$2 million, would go to make capital improvements at the college's popular sailing center in Newport Beach.

The island was donated to the foundation on behalf of the sailing center in 2003 by Henry Wheeler, a yachtsman and businessman who had used it as a personal retreat for himself and his family.

Since then, several faculty members have worked hard to create programs to serve students and do research on the nearly pristine island.

"I'm disheartened at news of the possible sale," said biology professor Marc Perkins. "I haven't worked this hard for the last two years just to have our program dismantled before we've even had a chance to see if it can succeed."

The foundation committee recommended that the island be sold because of its maintenance cost, and the relatively few students who can afford to take classes there.

"The programs there have been successful, but at the same time, it's been expensive," said Doug Bennett, executive director of the Orange Coast College Foundation and a member of the foundation committee.

Bennett said he likes the island



and would like to find a way to keep it but it does not seem practical.

"It costs \$60,000 to \$75,000 per year to maintain the island. We have not found any donors to underwrite that cost."

Located in British Columbia, Canada, between Vancouver Island and mainland Canada, most of the island is wilderness. A small compound includes a lodge, cabins, walkways, docks and support buildings.

The college must pay for annual upkeep, which this year included \$10,000 in storm repairs, Bennett said.

Students have to pay their own way to the island, which requires reaching Nanaimo, B.C., the nearest town, and then taking a private boat to the site. Bennett said 25 students used the facilities this summer. The students pay their own travel expenses and stay on site with a resident

Students and professors at California's Orange Coast College are protesting plans to sell Rabbit Island, a wilderness island in British Columbia. Donated to the college in 2003, the island has hosted photography, biology and other classes.

caretaker and cook.

Dennis Kelly, a marine science professor whose students have conducted oceanographic research off the island's shore, said not enough people were consulted about the island's fate.

"Guess how many faculty were at that meeting? None," said Kelly. "This is not a boat we were given. This was advertised as something inspirational for us."

Perkins, the biology professor, took a class to study the flora and fauna, including lichens, birds and insects. Wildlife on the island includes otters, deer and many marine animals.

Perkins said that he and his colleagues have spent many hours working on projects involving the island, in addition to their regular duties, and students have collected and preserved hundreds of specimens.

"The students are extremely excited about the island, and many are heartbroken that it might be sold," Perkins said.

Marine biology student Nikolai Alvarado, 24, of Costa Mesa, who spent a week on the island in 2005, said the experience elevated Orange Coast above the level of most community colleges.

"You don't get those kinds of opportunities at other two-year colleges," Alvarado said.

During the trip, students watched female deer and their fawns swim from one island to another across ocean channels and observed river otters at play.

"We got to learn scientific methods on our own island," Alvarado said. He was recently accepted to transfer to the University of California campuses at both San Diego and Santa Cruz.

"By the time we get to four-year universities, we are already ahead of everyone else and prepared to succeed because of our experience doing research. You can't put a monetary value on that."

The island was appraised at about \$615,000 U.S. dollars when it was donated, Bennett said. Now, with the Canadian dollar gaining strength against the U.S. dollar, about \$300,000 in improvements the college has made, and increase in real estate prices, he estimated it would likely fetch up to \$2 million, though it has yet to be formally appraised.

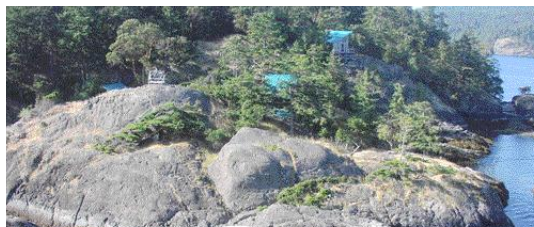
If the college sold the island, administrators could buy a much needed parking lot for the sailing center and also help pay for upgrades to locker rooms.

"I've been to the island, and it's incredible to go there," Bennett said. "But the core focus of our college is here in Orange County. Should we keep an island that is

1,200 miles away in a foreign country?"

The foundation's full board met Nov. 16 to consider the recommendation to sell. After hearing from students and faculty members, the board decided to give them 60 days to figure out a plan to help pay the cost of maintenance before any vote to sell it would occur.

"I think it was a positive meeting," Bennett said. "Everyone thinks it's reasonable to take a close look at the options and then



Orange Coast College is considering selling remote Rabbit Island.

see what we can do, explore whether there's any funding available."

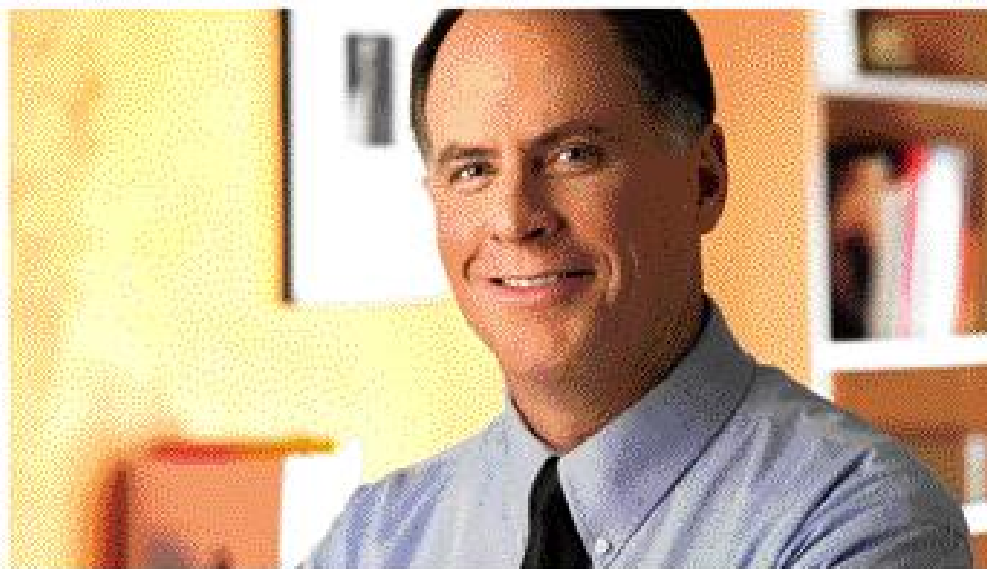
Professors who have spent much of their own summers with-

out additional pay developing programs on the site and applying for grants feel they need another chance.

"My students have worked

tremendously hard over the past two years to start building a biological inventory of all the animals, plants and fungi on the island," Perkins said. "They've spent thousands of hours collecting and preserving hundreds of specimens, and our work is only just starting." ▲

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dateline washington

Report: IRS Privacy Laws Restrict Education Department and Colleges From Verifying Financial Aid Applications

BY CHARLES PEKOW

WASHINGTON — A confidentiality provision in Internal Revenue Code is blocking a potential major check on Pell Grant fraud. It also is requiring colleges to do a lot of old-fashioned paperwork they could otherwise avoid.

The code's Section 6103 promises confidentiality of tax returns. Therefore, the U.S. Department of Education and colleges can't check students' financial aid applications against Internal Revenue Service data. If they could, it could stop a lot of improper Pell Grant payments.

"In addition, (database matching) would eliminate the need for (colleges) to rely on paper copies of tax returns submitted by applicants, which are used to verify applicants' adjusted gross income and taxes paid," reports the Government Accountability Office in a new study called *Improper Payments: Agencies Fiscal Year 2005 Reporting under the Improper Payments Information Act*

Remains Incomplete.

The accountability office investigated the federal government's progress under a 1992 law that requires agencies to estimate the amount of federal money wrongly paid and the amounts recovered through audits and corrective action.

Most colleges lack the means to know whether the paper copies they are provided with accurately reflect what the students actually told the IRS.

Education Department officials have asked Congress to amend the law to allow a match but Congress hasn't acted.

The department's Pell Grant audits for 2004 and 2005 estimated an error rate of 4.5 percent for both years, resulting in improper payments of \$571 million the first year, and \$617 million the second. The department did not separately report the estimated number of overpayments and underpayments.

Education Department officials

FROM THE HILL

Pell Grant audits for 2004 and 2005 estimated an error rate of 4.5 percent for both years, resulting in improper payments of \$571 million the first year, and \$617 million the second.

also estimated they paid about \$16 million improperly last year under the Federal Family Education Loan program, less than 1 percent of the funds spent on the program.

Meanwhile, the Department of Veterans Affairs improved its performance between 2004 and 2005. The first year, it reported \$70 million in improper payments, 3 percent of the funds it pays for the education of former servicemembers. In 2005, improper payments fell to \$64 million, about 2.4 per-

cent. The total includes \$34 million in overpayments and \$30 million in underpayments.

Education Department officials reported to the accountability office that they had done risk assessments on all their programs. Department auditors found that methodology "did not provide a true reflection of the magnitude of improper payments in the student loan programs," the improper payment report says. The problem lies in that the Office of Student Financial Aid uses cost questions raised

in audits from the department's Office of Inspector General to estimate improper payments in student aid. This method "does not extrapolate questioned costs associated with compliance violations identified through OIG audits, and does not take into account restrictions and penalties resulting from OIG investigations," the report stated.

On the one hand, the department voluntarily reported improper payments in the family loan program, even though the law doesn't require it to unless it totals 2.5 percent of a particular program's payments. On the other hand, the accountability office reported that the Education Department "did not report on the required reporting elements nor did (it) follow the required format included in OMB's guidance."

The accountability office says agencies need to use a "statistically valid sampling method" that complies with guidance from the Office of Management and Budget. ▲



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CAPITOL briefs

COMPILED BY CHARLES PEKOW

Foreign Enrollment Down at Two-Year Colleges

WASHINGTON — The number of foreign students attending American community colleges fell 1.4 percent in the last academic year from the high a year earlier. According to the *Open Doors 2006* report, 83,160 students from abroad were enrolled last fall at two-year institutions here, down from 84,376 a year earlier. The number still stood at 17.8 percent more than during the 1999-2000 year, though, according to the latest annual report of the Institute of International Education.

A large number of students at community colleges

were reported as not pursuing two-year degrees, though. Some were getting certificates, aiming for higher degrees or taking courses to sharpen skills or for other reasons: only 63,598 of the international students last year were reported seeking associate degrees, 11.3 percent of the total international undergraduate and graduate enrollment in the United States, according to IIE. The percentage of the total seeking a two-year college degree fell 3.2 percent over the year, while the percentage of students attending two-year institutions fell 1.4 percent.

A big jump occurred over the prior year in students saying they came to study "intensive English language." Whereas almost no

See *Cap Briefs*, pg. 18, col. 1



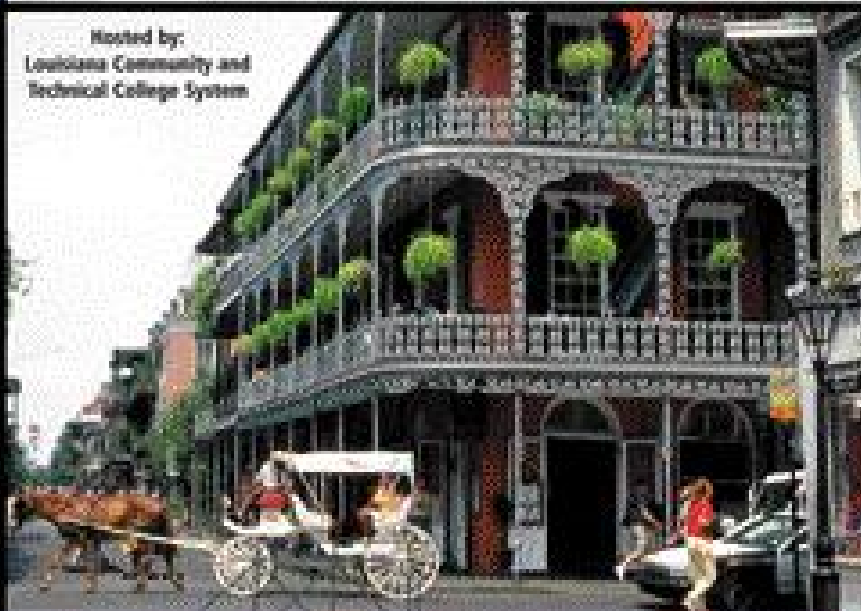
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Cap Briefs, from page 16, col. 5

international community college students declared that their major in last year's survey, 6.1 percent did this year. Rajika Bhandari, IIE director of research and evaluation, says that while the field of study has grown significantly, the report of a previous year ago didn't adequately measure the number of intensive English students at community colleges, which was rather small.

The percentage of community

college students with "undeclared" majors also skyrocketed from 5 percent to 15.4 percent. Students came to study many topics: just like last year, more students were categorized as "other" majors: 28.7 percent vs. 27.8 percent in the last survey. The most popular majors continued to gain, as the number in business and management went up from 19.5 percent to 20.4 percent and those in health professions went up

from 8.7 percent to 10.3 percent.

The institute separately surveyed 251 members of the American Association of Community Colleges. Despite the enrollment drop last year, 129 (52 percent) reported an increase in international enrollment this fall and only 19 percent reported a decrease. Last year, only 36 percent reported an increase and 25 percent showed declines. The others reported level enrollment.

So if the number of foreign students at community colleges is dropping, why are most of the responding schools reporting an increase? "The two sets of numbers are not directly comparable as they come from two different sources and cover two different time periods," Bhandari explained. "So, while total enrollments in 2005-'06 were down for community colleges, the good news is that in Fall '06, with

expanded numbers of visas issued in Summer 2006, more than half of community colleges reported some kind of increases."

Benefits Approved for Military Families

WASHINGTON — The House approved legislation that would allow family members of severely injured service members to obtain education benefits before discharge. Present law does not allow spouses and children of permanently disabled service members to get Chapter 35 Dependents' Educational Assistance benefits until the service member is discharged.

H.R. 6314 would allow them to get the benefits while service members deemed permanently disabled by the Veterans Administration because of a service-related injury are undergoing long-term convalescence while still on active duty. "Since the spouses of these members most often become the primary breadwinner, I believe it is important to give them as much of a head start as possible on becoming more competitive in the job market," explained chief sponsor Steve Buyer, R-Ind.

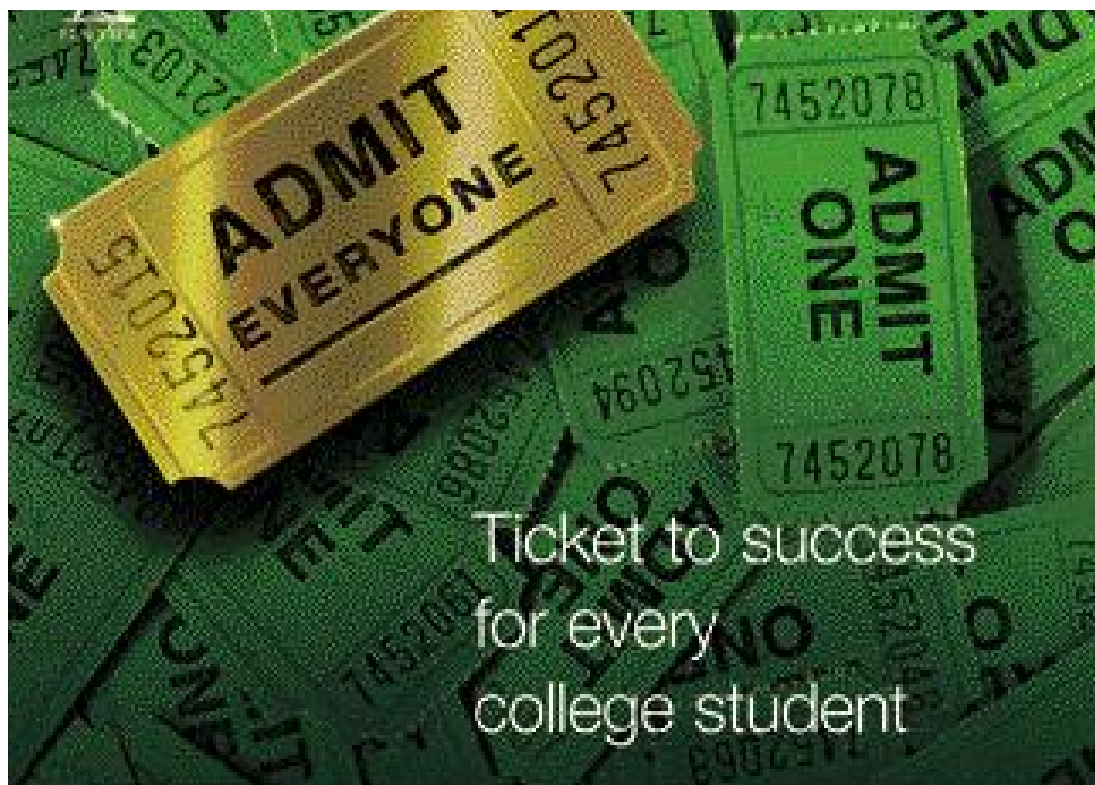
The Senate Committee on Veterans Affairs received the bill. It might consider it when the Senate reconvenes in December, committee spokesperson Jeff Schrader said.

Since it hasn't completed work on a regular appropriations bill, Congress also approved a stopgap funding bill keeping education funding at last year's levels through Dec. 8.

Aid Office Asks For Comments

WASHINGTON — The Office of Federal Student Aid is seeking comments on information collection requirements on the annual Student Right-to-Know form. Colleges participating in Title IV programs must make available graduation rates and enrollment data on student athletes by race, gender and sport with the form.

Anyone with suggestions for changing the form can view it at <http://edictsweg.ed.gov>, selecting Browse Pending Collections, and clicking on 3229. Send comments by Jan. 16 to ICDocketMgr@ed.gov. ▲



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Briefs, *from page 5, col. 5*

Supporters of Mont. College Say Momentum Building

MISSOULA, Mont. (AP) — Some people who want the Bitterroot Valley to have a community college say their campaign is gathering momentum.

The Bitterroot Valley Community College Exploratory Committee has collected petition signatures from about 5,000 supporters and expects a community college proposal to be on the ballot in May, when school board elections are held. Requirements for a place on the ballot include approval from the Montana Board of Regents.

Committee representative Victoria Clark, director of Darby adult education, briefed a regents' committee last month in Missoula and said she hopes for a formal discussion with the board in January. Subsequent steps would include putting the idea before the Montana Legislature.

The exploratory committee is firm about wanting a community college, not a satellite of the University of Montana.

Officials at the university campus in Missoula say they hope to have a university-affiliated college of technology in the Hamilton area by 2009. Advocates of a community college say

they want a greater array of classes than a college of technology would offer.

"We need to be able to offer adult education classes, and classes for people who want continuing education options," said Jeanette Neaves of the exploratory committee.

"We have retirees in this area who want to go back for education for the fun of it — to take art and dance classes — not for credit or a grade." She said the community college enrollment also could include high school students wishing to take college course, and young people wanting high school equivalency diplomas.

Local control by a board is part of the appeal of a community college, Clark added.

Backers anticipate a mix of public funding from the state and local levels, plus money from students.

The University of Montana recently began offering laboratory technician classes in the evenings at Hamilton High School, said Jim Foley, executive vice president at the university. The courses are a way of training people for jobs at biotechnology company GlaxoSmithKline's expanding Hamilton operation, he said.

Because the college of technology would carry accreditation and the backing of the university

and its resources, it should not be dismissed lightly, said Barry Good, a dean in the university system.

"It's a very viable option," he said. "We offer all of the services of a community college, such as transfer programs, certified and developmental programs for students who aren't ready to take regular college courses."

"I think there is a redundancy here in our efforts, but we will work together."

Bismarck State Wins OK For Four-Year Program

DICKINSON, N.D. (AP) — The state Board of Higher Education has approved a four-year degree program at Bismarck State College after assurances that it is not the start of turning the two-year college into a four-year institution.

The college plans to start offering the bachelor's degree in energy management next fall. It now offers a two-year energy degree.

"Bismarck State College has done a good job of documenting the student and employer demand (for this program)," said Michel Hillman, the state university vice chancellor for academic and student affairs. He also said the Bismarck

campus is the only one in the university system that is prepared to offer the energy management degree.

College officials said earlier that the idea came from private industry, and that the courses will be offered online.

Board member Bruce Christianson asked at a meeting whether other campus presidents had approved the idea of a four-year program at a two-year college. He was told there was unanimous support for the proposal.

Hillman said the college would have to get board permission to offer any other upper-division courses. He said more community colleges are offering a few four-year programs.

He said he thinks the college "will continue to look at itself as a community college, but by the way, offers a four-year program."

Student Leaders Vote to Drop Pledge of Allegiance

COSTA MESA, California (AP) — Student leaders at a community college voted to drop the Pledge of Allegiance after a tense meeting in which one flag-waving pledge supporter berated them as anti-American radicals.

Orange Coast College's student trustees voted last month not

to recognize the pledge, with three of the five board members saying it should be dropped from their meetings.

Board member Jason Ball argued that the pledge inspires nationalism, violates the separation between church and state with the phrase "under God," and is irrelevant to the business of student government. He cited a 2002 San Francisco federal appeals court ruling — later dismissed by the Supreme Court on a technicality — that the pledge is unconstitutional when recited in public schools.

Sophomore Chris Belanger, one of several students who attended the meeting to support keeping the pledge, waved an American flag and accused the board of "radical views and anti-Americanism."




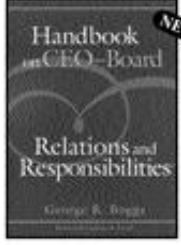
District spokeswoman Martha Parham said the decision was up to the students.

"They run their own show, so to speak," she said.

Idaho Lawmakers Fail to Produce System Plan

BOISE, Idaho (AP) — Idaho lawmakers, unsatisfied with a lack of progress from an interim legislative committee in coming

See *Briefs*, pg. 21, col. 1

<p>Establishing and Sustaining Learning-Centered Community Colleges Edited by Christine Johnson McPhail Order # 1488 \$50 nonmembers \$40 AACC members</p> 	<p>Internationalizing the Community College Edited by Richard M. Romano Order # 1460 \$44 nonmembers \$35 AACC members</p> 	<p>The Entrepreneurial Community College Edited by John E. Rouseche and Barbara R. Jones Order # 1495 \$53 nonmembers \$42 AACC members</p> 	<p>Handbook on CEO-Board Relations and Responsibilities George R. Boggs Foreword by Constance M. Carroll Order # 1498 \$38 nonmembers \$30 AACC members</p> 
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Briefs, from page 20, col. 5

up with ways to create more community colleges in the state, say they plan to turn to Gov.-elect C.L. "Butch" Otter to solve the problem.

But Otter, who supported the idea for community colleges during the campaign, said he so far has only general ideas and hasn't worked out the details.

"I'm not going to presume, coming off the campaign trail, to make a decision without considering the interim committee," Otter told the Idaho Statesman. "They've been working on it."

But he said he would work on getting something accomplished on community colleges in the legislative session that begins in January.


The interim committee that met for the last time late last month failed to come up with a plan for creating a statewide community college system. Instead, it suggested lowering the threshold for voter approval from two-thirds (67 percent) to 60 percent for creating community college districts.

"It's really disappointing that we haven't advanced the ball forward on community colleges," Sen. Joe Stegner, R-Lewiston, told the Idaho Statesman.

The committee rejected some ideas due to concerns over cost and turf. Spending \$51 million to start a statewide community college system was deemed too expensive, and allowing the existing College of Southern Idaho in Twin Falls to begin offering classes in Boise was also shot down.

Currently, Idaho has just two community colleges: the College of Southern Idaho and North Idaho College in Coeur d'Alene. Only 45 percent of Idaho high school graduates go directly to a college — the fourth-worst rate in the nation — and some blame the relative dearth of more-affordable options.

Idaho might have some extra money in its budget to help pay for a statewide community college system, said Sen. Dean Cameron, R-Rupert, co-chair of the budget committee. ▲



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technology today

Making a Name for Your Site

BY REID GOLDSBOROUGH

Some people don't care what you call them as long as you call them. Some Web site owners feel the same. Yet a Web site's "domain name" can be a powerful way to get people through your virtual door.

A domain name, as it's most commonly understood, is a Web site's address expressed in an individual and memorable way, such as "yourname.com." Anyone from multinational companies to grade school children can obtain a domain name.

If you have a Web site or work with one, you may know what the domain registration process is. You first find out if the name you want is already taken by going to a Whois server, such as InterNIC's Whois Search (www.internic.com/whois.html) or Whois.com (www.whois.com).

Think carefully about the name and how it might look. Mistakes have been made, sometimes humorously. Experts Exchange, a site for computer programmers, initially could be found at expertsexchange.com. Pen Island, a custom-made pen vendor, chose the domain name penisland.net.

One easy solution is to use a hyphen. Experts Exchange changed its domain name to experts-exchange.com. Pen Island has kept its domain name as is. Based on the layout of its Web site, it apparently regards its customer base as primarily male.

During the years after the World Wide Web went public in 1991, you had to type in <http://> and www before the domain name to get to the site. The letters [http](http://) stand for Hypertext Transfer Protocol, the way Web pages are transmitted over the Internet, and www is short for World Wide Web, the Web's full name. Today, in most cases, all you have to type is the domain name, and sometimes you can even leave out the .com. Domain names are case-insensitive, so there's no need to capitalize.

The part at the end of a domain name, such as .com, is called the top-level domain. Other examples include .biz, .edu, .gov, .info, .int, .mil, .name, .net, and .org, though the most popular remains .com. Many countries also have their own top-level domain, from .af for afghanistan to .zw for Zimbabwe.

After you've chosen a domain name and found it isn't already used, it's best to act quickly. Hackers have been known to intercept Whois queries and register the domain name, offering it to you at a significantly higher price than if you had registered it yourself.

Today you can register a domain name with any of more than 500 domain name registrars. Before 1999 the only domain name registrar was Network Solutions (www.networksolutions.com), which had been granted an exclusive contract from the National Science Foundation. Network Solutions is still the registrar for such well-known domain names as nytimes.com, ebay.com, amazon.com, and myspace.com, among the more than 7 million domain names it manages.

But many individuals and businesses have taken advantage of the competitive marketplace for domain names, sometimes after experiencing problems with customer service, registering new domain names or transferring current domain names to other registrars.

Among the registrars recommended in an online discussion about the subject by those who write for a living about the Internet are GoDaddy (www.godaddy.com), Dotster (www.dotster.com), DomainDirect (www.domaindirect.com), and Sibename (www.sibename.com). Prices are generally between \$10 and \$15 per year, with exotic top-level domains costing more. Bundled or extra services include domain forwarding,



e-mail forwarding, and Web space.

Problems can arise when individuals or companies register domain names similar to trademarked business names, a practice known as "cybersquatting," which is now illegal, a violation of the 1999 Anti-cybersquatting Consumer Protection Act. One scheme was to try to sell the domain name to the trademark owner.

Another scheme, still active, is to create a page full of pay-per-click ads whose domain name is similar to a trademarked name, which people may wind up on by misspelling the name. Microsoft recently filed suit against three cybersquatters who have done this with Microsoft's trademarked names, registering 324 domain names.

Other times trademarked names are used in phishing scams, which are gambits criminals use to try to trick consumers into revealing credit card and other personal information at a site with an official sounding name.

On the other hand, some companies

have engaged in "reverse cybersquatting," registering domain names such as xyzcompanysucks.com to prevent critics from using it. Verizon, for instance, registered "Verizonsucks.com."

In response, one critic registered the domain name "Verizonreallysucks.com," which got the attention of Verizon's lawyers.

Typically when confronted by a high-powered legal team, individuals throw in the towel.

In the Verizon case, for example, the satirist registered the domain name "VerizonShouldSpendMoreTimeFixingItsNetworkAndLessMoneyOnLawyers.com."

*Reid Goldsborough is a syndicated columnist and author of the book **Straight Talk About the Information Superhighway**.*

He can be reached at reidgold@netaxs.com or <http://members.home.net/reidgold>.



Arkansas Bigfoot Legend Is Topic of Administrator's New E-Book

EL DORADO, Ark. (AP) — Folklore or real creature, the mysterious South Arkansas Fouke monster seems to emerge from time to time in various forms. Now the legendary Bigfoot has

made its way into a new e-book by South Arkansas Community College's vice president for academic affairs.

Daniel G. Ford, who also teaches at Cossatot Community College, published "Littlefoot-Bigfoot."

The story is set in the backwoods of southern Arkansas, partly based on the Bigfoot legend. Ford, an El Dorado native, said the book idea came when he considered what the origins of Bigfoot might have been if it were true.

"I came up with the idea that it might have been a genetic experiment out in New Mexico and somehow the host got away and ended up in Arkansas," he said. "And I went from there."

The book also brings in little creatures from the Smackover bottoms, another local legend.

Not a believer in either legend, Ford said, "If you pick a plot that's totally unbelievable and then you treat it as if it's absolute verifiable fact, it's an irony that's appealing to me — trying to make the believable as a part of the unbelievable."

In "Littlefoot-Bigfoot," a voodoo woman and her grandson living in the Smackover bottoms control the remnant clans of monkeys brought in by a circus years earlier. The two provide "some good backwoods humor" that Ford describes as "a little Erskine Caldwell

one better."

He said the book is a spoof of both local legends and some true believers might take offense. But readers who enjoy the bizarre or those interested in backwoods legends and the mystery of the wilderness might find the book an enjoyable read.

"And if you like droll humor and quirkiness, unexpected plot twists and turns," then Ford recommends the book.

Ford has published two other works: "In the Province of Babylon," a book of poetry, and "Heir and Prototype," a collection of essays on the criticisms of William Faulkner.



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around campus

In October, **Miami Dade College** in Miami, Fla., took a major step toward making more high-quality pre-school education opportunities available to area residents by inaugurating its new \$5.6 million pre-school laboratory at its North campus. The lab is outfitted with 10 classrooms that include learning stations for art, music, science, reading and literature, computers and dramatic play. The facility -- which sits on a 19,000 square-foot lot -- has three playgrounds and can serve up to 120 children from 6 weeks to 5 years old. The new pre-school lab, which officially opened its doors in August, already has a waiting list. The weekly fee per child is \$85 for Miami Dade students, \$100 for faculty and staff members and \$140 for members of the community. In addition to the North Campus' new lab, the college has another lab in downtown Miami at Central Baptist Church, administered by its Wolfson Campus. This pre-school, which has served the downtown area for many years, serves 111 children from 6 weeks to 5 years old.



Assisting with Central Florida's "Thanksgiving Brigade" goal of feeding 1,000 families this year, the Student Government Association at **Daytona Beach Community College** in Florida reached out to the college community to help bring Thanksgiving cheer to local families. According to event organizers Christie Whitehead and Tom Dowling, the aim was to collect enough perishable and non-perishable food items that can then be put together to make Thanksgiving dinners for families of five. Baskets were delivered to needy families in Volusia and Flagler counties on the Saturday before Thanksgiving.

Children's playgrounds are part of a new \$5.6 million pre-school lab which recently opened at Miami-Dade College. The new facility already has a waiting list.

Grants & Gifts

Montgomery County Community College in Blue Bell, Pa., has received a grant in the amount of **\$35,000** from the Delaware Valley Industrial Resource Center, in partnership with the U. S. Department of Labor. The grant will be used to promote applied engineering technology both at the college and in the region. Specifically, the college will use the grant to hire a project manager who will identify and mentor students, initiate outreach efforts to area companies and secondary schools, and design and coordinate activities of the college's first-ever summer engineering camp in 2007. The grant will also be used for promotional materials and outreach activities, including Internet-based

laboratory tours and real-time interactive video instruction sessions between the college and secondary schools.

Midlands Technical College in Columbia, S.C., will receive **\$1.8 million** over the next five years to implement new strategies to positively impact the retention and graduation rates of at-risk students in the college's developmental studies department. The Title III grant allows the college to implement new tutoring methods designed to enhance developmental students' reading skills and other college-level capabilities. Enrollment data show that more than half of the 15,000 credit students entering Midlands Tech annually needed at

least one remedial course. Many students have been away from high school for a period of time. The grant will fund reading tutoring, supplemental instruction, personalized counseling and advisement, computer tracking of academic progress, academic "interventions," and faculty training in reading pedagogy.

The biology department at **Queensborough Community College**, in Bayside, N.Y., received a **\$561,653** three-year grant from the U.S. Department of Education's Minority Science and Engineering Improvement Program. This grant will enable the college to create a program to recruit and provide under-represented minority stu-

dents with research opportunities across the sciences as well as faculty mentoring.

The Kenneth A. Picerno Foundation has teamed up with **MiraCosta College**, in Oceanside, Calif., to offer a new pilot program, the Youth Development Initiative. The program will provide ten current or future MiraCosta students the opportunity to earn money while achieving clarity regarding their future life direction—both personally and in a career. The initiative is designed for 18- to 24-year-olds who show great potential for future personal and career success but who have been unable to actualize their goals. The program will provide each participant an

\$18,000 living allowance during the year they participate in the program. In addition, upon successful completion of all aspects of the program, participants will receive a \$4,500 scholarship to pursue ongoing education or vocational training. The ten applicants chosen to participate in the program will receive one hour per week of mentoring and counseling from licensed and experienced counselors, will enroll in a service learning course at the college and work 32 hours per week in a human service, arts, environmental or educational nonprofit organization that matches their interests. They will also participate in twice monthly peer learning activities.

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Honor Society Names Brookdale CC Educator

Angela Saragusa, faculty member at Brookdale Community College in Lincroft, N.J., was recently named vice chairman of the association of chapter advisors of Phi Theta Kappa, the international honor society for

two-year colleges. Association officers serve as liaisons between their fellow advisors and the Phi Theta Kappa International headquarters staff. The officers regularly give input to headquarters on a variety of

issues, serve as presenters regionally and internationally, and facilitate a luncheon meeting during Phi Theta Kappa's annual convention. Saragusa will serve as vice-chairman for 2007-08. She has been a chapter

advisor for four years. Saragusa has been a speaker and a forum leader for Middle States regional meetings, and was recognized by her college for outstanding achievements by a faculty member for three consecutive years.

Honors & AWARDS



Thomas Nelson Community College employees show off their awards from the Virginia Community College Association. From left to right are Cecilia Ramirez, director of public relations, marketing and special events; Michelle Shonk, media design and production services supervisor; Belinda Baker, senior writer, and Maritza Davila, public relations coordinator.

Thomas Nelson Community College, in Hampton, Va., excelled this year at the Virginia Community College Association Excellence in Communications Competition. The public relations office received the first place award in the billboards and signage category; second place for their "E-Flagstaff," the college's internal weekly electronic newsletter; and second place in the 3D objects category for its Spring into the Future seed packets distributed at the college's spring open house. Thomas Nelson also received an honorable mention for its SpaceTEC brochure.

Morton College in Cicero, Ill., will receive an Innovation Award from the Illinois Council of Community College Administrators for its Round the Clock 29-Hour Registration Rave. Morton remained open for 29 consecutive hours over two days in August so students could register for classes, take a placement test, speak with an academic advisor, apply for financial aid, sign up for a payment plan and purchase textbooks. The event attracted about 1,000 people, which included current and potential students as well as their family members and friends. Forty-three percent of those register-

ing were first-time students at Morton College. The event generated extensive media attention. Two of Chicago's three highest-ranked radio stations, a Latino TV station and various national on-line publications covered it. The strategy enabled Morton to surpass the 5,000 mark for registered students, one of the highest enrollments in the institution's 82-year history.

Adjunct faculty member and harpist **Denise Grupp-Verbon** of Owens Community College in Toledo and Findlay, Ohio, has been chosen to receive the Ohio Association of

Two-Year Colleges' prestigious Adjunct Teacher of the Year award. The award annually honors an adjunct faculty member from a two-year college who exemplifies teaching excellence in higher education as recognized by students, peers and administrators. Grupp-Verbon joined the college in 2001. She has worked tirelessly to enhance the college's music program by helping to develop and revise several academic course offerings, as well as serving as a mentor for new Owens adjunct faculty members. Grupp-Verbon currently teaches academic courses in piano, music fundamen-



Denise Grupp-Verbon

tals, music appreciation, music theory and music business, for which she played a significant role in developing the academic curriculum content. She also regularly performs in free concert recitals at Owens. In addition to her educational teaching at Owens, Grupp-Verbon has been a full-time professional harpist for more than 25 years.

Louisiana Association of Student Financial Aid Administrators named **Kim Dudley**, director of student financial aid at River Parishes Community College in Sorrento, La., Woman of the Year. Since January 2006, River Parishes Community College has awarded \$379,431 in scholarships and waivers to students. The college has also distributed \$797,972 in federal Pell Grants and \$1,313,658 in student loans. The Louisiana Association of Student Financial Aid Administrators is an organization dedicated to serving students, parents, institutions, and agencies with the dissemination of information related to the distribution of financial aid.

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professional notes

APPOINTMENTS



Steven G. Budd

Steven G. Budd, assistant vice president for institutional advancement at Springfield Technical Community College in Springfield Mass., has been elected president of the National Council for Resource Development. Based in Washington, the council serves more than 1,550 members at two-year colleges throughout the United States. The council focuses on professional development for fundraising professionals, and develops leaders in the field. Budd's

career in community-college fundraising has spanned 20 years. He served in various academic affairs positions at Springfield Tech from 1984 to 1990, was dean of institutional advancement at Greenfield Community College from 1990 to 2002, and returned to Springfield Tech as assistant vice president for institutional advancement in 2002. At Springfield Tech, the institutional advancement office has acquired more than \$100 million in grants and donations

over the past 30 years and has also attracted corporate partners to provide additional assistance. Budd's term of office began on Nov. 4 and will run for one year. He has previously served as the New England regional director for the council and has served on the organization's board as vice president for finance.

Local businessman and community activist **Balbir Dhillon** will begin his tenure on the Board of Trustees of San Jose/Evergreen

Community College District of San Jose, Calif., as the Area 2 representative in December. He is the first Indo-American to be elected to serve on a community college board of trustees in the Silicon Valley. Dhillon also serves on the City of San José's Revolving Loan Fund board, which is a non-profit organization in Silicon Valley that offers financing to new small businesses in San José. He is also the vice president of the Gurdwara Temple.

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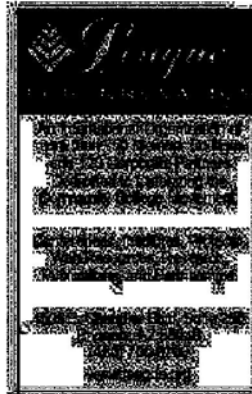
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Revolutionizing Community Colleges"
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www.nacce.com

January 28, 2007

AACC, FACC, NACUA
Community College Conference on
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Lake Buena Vista, FL
[www.valenciaccd.edu/communitycol-
legelaw/default](http://www.valenciaccd.edu/communitycol-
legelaw/default)

January 25-26, 2007

NACADA
Accountability in Academic Advising:
Data-driven Decision Making to
Promote Institutional Change Seminar
San Antonio, TX
(785-532-5717)
nacada@ksu.edu
www.nacada.edu

January 28-30, 2007

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January 31, 2007
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COMMUNITY COLLEGES
Workforce Development Institute
San Diego, CA
www.aacc.nche.edu/WFI

January 31-February 2, 2007

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www.nacada.edu

FEBRUARY

February 12, 2007

AMERICAN ASSOCIATION OF
COMMUNITY COLLEGES AND
ASSOCIATION OF COMMUNITY
COLLEGE TRUSTEES
Annual legislative summit
Washington, DC; www.acct.org

February 17, 2007

E-LEARNING 2007
ITC and Central New Mexico College
Albuquerque, NM
<http://www.itcnetwork.org>

February 12-17, 2007

NAAAS/NAHLS/NANAS
AND IAAS
Joint National Conference
Baton Rouge, LA
naaasconference@earthlink.net
www.NAAAS.org

February 24, 2007

AMERICAN ASSOCIATION OF
COLLEGES FOR TEACHER
EDUCATION
Annual meeting and exhibits
New York, NY; www.aacte.org

February 28, 2007

AMERICAN TECHNICAL
EDUCATION ASSOCIATION
National conference on technical
education, Atlanta, GA
www.ateonline.org

MARCH

March 2, 2007

NACCTEP
"New Beginnings and All That Jazz in
College Teacher Education Programs"
New Orleans, LA
(480) 731-8760
www.nacctep.org

March 2-4, 2007

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Dr. Beth Hagan
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2006-2007 Academic Calendar (24 Issues)

2006 (Fall/Winter)

Issue Dates	Advertising Deadline	Special Reports
08/28/06 *	08/10/06	<i>Academic Kickoff</i>
09/11/06	08/24/06	
09/25/06	09/09/06	
10/09/06	09/24/06	
10/23/06 *	10/06/06	<i>Science at Community Colleges — Fall Technology Supplement</i>
	09/29/06	<i>Faculty Recruitment & Retention</i>
11/06/06 *	10/19/06	
11/20/06	11/02/06	
12/04/06 *	11/13/06	<i>Fastest Growing Community Colleges</i>
12/18/06	11/30/06	

2007 (Spring/Summer)

01/15/07	12/28/06	
01/29/07 *	01/11/07	<i>Teacher Education</i>
02/12/07	01/25/07	
02/26/07 *	02/08/07	<i>Technology Report & Spring Tech Supplement</i>
	02/01/07	
03/12/07	02/22/07	
03/26/07	03/08/07	
04/09/07	03/22/07	
04/23/07	04/05/07	
05/07/07 *	04/19/07	<i>Distance Learning</i>
05/21/07	05/03/07	
06/04/07	05/17/07	
06/18/07 *	05/31/07	<i>Top 100 Associate Degree Producers</i>
07/16/07 *	06/28/07	<i>Funding Community Colleges</i>
07/30/07	07/12/07	
08/13/07	07/26/07	

2007 (Fall/Winter)

08/27/07 *	08/09/07	<i>Academic Kickoff</i>
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