About the Alliance

The Western Alliance of Community College Academic Leaders (known as the Alliance) was founded by the Western Interstate Commission for Higher Education (WICHE) in 2010. The Alliance’s members are the chief academic officers of the community colleges and technical schools along with their associated system and state agencies located in the 15 WICHE states. Through the Alliance, these top academic leaders share perspectives on current issues, work together on regional projects that are beyond the scope of a single institution or state, and contribute resources and expertise to build a stronger future for higher education in the West.

Who should attend

In attendance you will find colleagues from the WICHE region eager to share the lessons they’ve learned from tackling a host of institutional and academic challenges, including the ones you’re facing.

- Provosts, vice presidents and directors of academic affairs at community colleges and technical schools
- Chief executive officers and chief academic officers of related systems and statewide agencies.
- Institutional staff with expertise in the program topic areas, accompanying those above at their invitation.

Message from the Chair

Last year at this time I welcomed you to the Alliance’s first annual meeting. In that letter, I underlined the spirit of our alliance by stating the following:

There is no doubt that the challenges facing higher education are many and complex. The Alliance was formed out of the recognition that these issues are bigger than any one campus or system. The changes we face in economic restructuring, technological innovation, attainment rates, and workforce alignment, as well as in defining quality and success, all speak to a sense of urgency.

A year has passed since the Alliance’s first annual meeting, and it’s time for reflection on our beginnings and where we are headed. The recent recession has caused Americans from all quarters to question and rethink many standard American institutions. In many cases this has given way to pessimism. Everything from our financial systems to college degrees has come in for heavy doses of rethinking. A recent article in the Huffington Post focused on concerns around our educational systems.

Some Americans spend thousands – even hundreds of thousands – of dollars on higher education. As the cost of a degree continues to rise, it appears some have begun to question the worth of a college education.

The article goes on to state that the actual number of people who believe in the value in education is way down. Certainly, the economic downturn has a detrimental impact on hope in general. Education as a social value has always been about hope and promise. Reflecting the Alliance’s mission, innovating for more success and more promise was the spirit of our first meeting, “Completion by Design.” Our second conference pauses and asks about the driving elements of such innovation and its agenda: What is success and completion?

The Alliance is committed to serious and well thought out ways forward. The Alliance is committed to engaging new directions in change and improvement, but it is equally committed to avoiding headlong leaps towards unexamined trajectories. In this light, The Alliance offers a serious and multi-voiced discussion on “success and completion.” What is it? How do we know? Who is ahead of the curve? This term has different values depending on one’s position in the education industry. Professors, accreditation leaders, business leaders, students, academic administrators, parents, all have a different take on what constitutes success and even completion. This conference will tackle these essential issues and more.

We’re especially pleased to be holding part of the meeting this year in conjunction with the California Community Colleges Chief Academic Officers (CCCCIO). On Wednesday, CCCCIO members will attend our breakfast and morning sessions before we convene for a joint lunch. During the afternoon, Alliance members are invited to attend the CCCCIO sessions. This will be a great opportunity to share perspectives with more colleagues and we look forward to some lively discussions on many timely and important issues facing two-year institutions.

Peter Quigley, Alliance Chair
Associate Vice President for Academic Affairs, University of Hawaii Community Colleges
## SCHEDULE AT A GLANCE

Please note that this is a preliminary program and subject to change. See the complete program and watch for updates at [www.wiche.edu/alliance](http://www.wiche.edu/alliance).

### Pre-Meeting Activities

**Monday, April 1**

- 12:00 - 4:30 pm  
  Registration Open

- 1:00 - 4:30 pm  
  Executive Committee Meeting (executive committee members only)

  Dinner on your own

### Meeting Program

**Tuesday, April 2**

- 7:30am - 5:00 pm  
  Registration Open

- 7:30 - 8:30 am  
  Breakfast

- 8:30 - 8:45 am  
  Welcome from the Chair and Meeting Overview

- 8:45 - 9:45 am  
  Is the Success Agenda Succeeding?

- 9:45 - 10:00 am  
  Break

- 10:00 - 10:50 am  
  External Change Agents: Partners for a Better Future

- 10:50 - 11:00 am  
  Break

- 11:00 - 11:50 am  
  Skipping College to a Credential or Career Success

- 12:00 - 1:00 pm  
  Lunch

- 1:00 - 2:15 pm  
  Initiatives Making a Difference

- 2:15 - 2:30 pm  
  Break

- 2:30 - 3:30 pm  
  Certificates: What is Their Value?

- 3:30 - 3:45 pm  
  Break

- 3:45 - 4:30 pm  
  Alliance Business Meeting

- 5:00 - 6:00 pm  
  Reception

- 6:30 pm  
  Networking Dinners

**Wednesday, April 3**

- 7:30 - 9:00 am  
  Joint Breakfast (Alliance and CCCCIO) - Common Core State Standards and College Readiness

- 9:00 - 9:15 am  
  Break

- 9:15 - 10:30 am  
  Measuring and Researching Success

- 10:30 - 10:45 am  
  Break

- 10:45 - 11:45 am  
  Ensuring Tomorrow's High Caliber Workforce and Civic Leadership: A Focus on Success for ALL Students

- 11:45 am - Noon  
  Wrap Up/Adjournment

- Noon - 1:30 pm  
  Joint Lunch (Alliance and CCCCIO) – Session TBD

- 1:45 - 3:15 pm  
  Session TBD

- 3:15 - 3:30 pm  
  Break

- 3:30 - 5:00 pm  
  Session TBD
Program Sessions and Speakers

Monday, April 1
Hilton San Francisco Financial District

12:00 - 4:30 pm  Registration
1:00 - 4:30 pm  Executive Committee Meeting (executive committee members only)

Tuesday, April 2

7:30 - 8:30 am  Breakfast

8:30 - 8:45 am  Welcome from the Chair and Meeting Overview
8:45 - 9:45 am  Is the Success Agenda Succeeding?
The community college completion agenda is upon us and here to stay. This session, calling on student voices, research, and lessons from the field, focuses on what we know from emerging evidence about what matters most in promoting community college student progress and success ... and why we must do more of what we know.

Introducer:
Peter Quigley, University of Hawaii System

Speaker:
Kay McClenny, The University of Texas at Austin

9:45 - 10:00 am  Break

10:00 - 10:50 am  External Change Agents: Partners for a Better Future
Frequently one finds that constituencies outside the college may have a different sense of the strengths, weaknesses, opportunities, and purposes of the college. This panel presents voices that attempt to engage and influence colleges from outside the campus.

Moderator:
Maria Harper-Marinick, Maricopa Community Colleges

Speakers:
Barbara Beno, Accrediting Commission for Community and Junior College, Western Association of Schools and Colleges
Lara Couturier, Jobs for the Future
Hilary Pennington, The Bridges Initiative
Holly Zanville, Lumina Foundation

10:50 - 11:00 am  Break

11:00 - 11:50 am  Skipping College to a Credential or Career Success
Students are taking many routes on their way to higher education. The world is full of experiences that equate to higher education courses or competencies. What is the process for equating these competencies? What can we anticipate will be the barriers to these processes? How will they benefit students? These are some of the questions that an expert panel will discuss.

Moderator:
Barry Russell, California Community Colleges

Speakers:
Ruth Olmsted, Excelsior College
Sebastian Thrun, Udacity
Sunny Lee, Mozilla Foundation
12:00 - 1:00 pm
Lunch

1:00 - 2:15 pm
Initiatives Making a Difference

Choose three topics of interest below. Every 15 minutes a bell will ring and attendees will move to a new topic.

Carnegie Foundation: Improving Developmental Math Outcomes in Community Colleges
The vast majority of community college students referred to developmental mathematics do not successfully complete the required courses and many leave college for good. The Carnegie Statway ™ and Quantway ™ Networked Improvement Communities have embraced an audacious goal – to increase from 5 percent to 50 percent the percentage of students who achieve college math credit within one year of continuous enrollment. Find out about their progress in achieving this goal.

Bernadine Chuck Fong, Carnegie Foundation for the Advancement of Teaching

Chaffey College Success Center
The Chaffey College Success Center network of services enhances the college learning experience through a variety of instructional practices with a demonstrated positive impact on student success. Scaled appropriately to meet the volume and diversity of the changing needs of a dynamic community, the Success Centers provide instructional support through directed learning activities, workshops, learning groups, tutoring, supplemental instruction (SI), and other lab resources.

Sherrie Guerrero, Chaffey College

The Aspen Prize for Community College Excellence
The purpose of the Aspen Prize is to recognize community colleges with outstanding academic and workforce outcomes in both absolute performance and improvements over time. By focusing on student success and lifting up models that work, the Aspen Prize honors excellence, stimulates innovation, and creates benchmarks for measuring progress. What are some of the strengths of the finalists recognized so far?

Josh Wyner, Aspen Institute

Resources for Educational and Employment Opportunities
Resources for Educational and Employment Opportunities (REEO) is committed to empowering community college students with the opportunity to transfer to a four-year university, to earn a bachelor's degree and to obtain a professional position upon graduation. Find out how this organization is making a difference for students.

Scott Stimpfel, Resources for Educational and Employment Opportunities

Career Ladders Project
The Career Ladders Project works in partnership with California Community Colleges statewide to provide educational and career advancement opportunities for Californians. They foster these opportunities through research, policy initiatives and strategic assistance to colleges and their workforce development partners.

Linda Collins, Career Ladders Project

Career Empowerment Program
The Career Empowerment Program is an innovative and comprehensive career system providing career assessments and personalized guidance to help students achieve their individual career goals. Find out how this program is helping students succeed.

Jason Taksony Hewitt, Empowered UCLA Extension

Alternative Educational Delivery – Learn on Demand, Kentucky Community and Technical College System (KCTCS)
Launched in 2009, KCTCS Learn on Demand is an initiative representative of efforts to pave the way for new, sustainable, scalable models that accelerate college readiness by focusing
specifically on the individual learner. KCTCS worked with a major partner, Pearson, to plan and implement this initiative. Tennessee’s Competency Based A100 Guidelines and West Virginia’s Comprehensive Literacy Program also create and support alternative educational delivery models that reward students for prior knowledge and accelerate their path to graduation. These models will be discussed as well.

Debra Volzer, Pearson

2:15 - 2:30 pm  Break

2:30 - 3:30 pm  Certificates: What is Their Value?

Should certificates have a requirement that involves a level of demonstrated math and English skill? Should certificates be less than a year or more? Should they only be industry certified? What are the success and placement rations of students with certificates in the labor market? These and other issues will be addressed by our expert on certificates speaking in this session.

Introducer:
Michael Cartney, Lake Area Technical Institute

Speaker:
Brian Bosworth, FutureWorks

3:30 - 3:45 pm  Break

3:45 - 4:30 pm  Alliance Business Meeting

All are welcome to attend but only Alliance members may vote.

5:00 - 6:00 pm  Welcome Reception

Unwind from the busy day as you catch up with old friends and make new ones!

6:30 pm  Networking Dinners

Join your colleagues for some lively conversation about what terms should be used to define community college readiness, success, and completion while enjoying the wonderful cuisine of one of San Francisco’s great restaurants. We will reserve tables for dinner at several nearby restaurants to be hosted by members of the Alliance Executive Committee. You can sign up for your preference when you register. Attendees are responsible for the cost of their dinner.

Wednesday, April 3

7:30 - 9:00 am  Joint Breakfast: Members of the Alliance and California Community Colleges Chief Instructional Officers

Common Core State Standards and College Readiness

Spokespersons for the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (Smarter Balanced) will discuss the status of their work, especially related to the development of tools to be used to assess student progress and success with the Common Core State Standards. Among other topics, they will describe the role that higher education is playing to enhance the success of common core and the assessments, discuss how cut scores will be set, and describe the anticipated relationship between cut scores, college - readiness, placement and remediation.

Moderator:
John Cech, Montana University System

Speakers:
Cheryl Blanco, Smarter Balanced
Callie Riley, PARCC

9:00 - 9:15 am  Break
9:15 - 10:30 am  **Measuring and Researching Success**

Community colleges have been significantly challenged within legislative and business forums to hold themselves accountable. If we are to do so meaningfully, those accountability measures must encompass fully the diversity of open access students and the full breadth of the community college mission. AACC, though the Voluntary Framework of Accountability, has taken on that challenge, but knowing how we stack up often raises more questions than it answers. Research organizations, like MDRC and the RP Group can significantly strengthen our understanding of the community college student and provide insight into effective (and ineffective) practices aimed at improving their success. Meanwhile STAR provides more information about student preferences and choices.

*Moderator:*
Chris Picard, Salt Lake Community College

*Speakers:*
Bernadette Farrelly, American Association of Community Colleges
Rob Johnstone, The RP Group
Gary Rodwell, STAR, University of Hawaii
Mary Visher, MDRC

10:30 - 10:45 am  **Break**

10:45 - 11:45 am  **Ensuring Tomorrow’s High Caliber Workforce and Civic Leadership: A Focus on Success for ALL Students**

With more students entering college from nontraditional pathways, how can community colleges and technical schools work to ensure that all students – especially those from historically underserved populations – succeed? From WestEd’s Regional Educational Laboratory West and Excelencia in Education learn about the recent research findings on the most effective strategies for raising academic achievement for low-income, first-generation, minority, and underserved students.

*Moderator:*
Rhonda Epper, Colorado Community College System

*Speakers:*
Alfredo Gonzalez, Excelencia
Andrea Venezia, WestEd

11:45 - Noon  **Break**

Noon - 1:30 pm  **Joint Lunch: Members of the Alliance and California Community College Chief Instructional Officers** (Alliance members welcome! Watch the website for topic details.)

1:45 - 3:15 pm  **CCCCIO Session** (Alliance members welcome! Watch the website for topic details.)

3:15 - 3:30 pm  **Break**

3:30 - 5:00 pm  **CCCCIO Session** (Alliance members welcome! Watch the website for topic details.)

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**California Community Colleges Chief Instructional Officers**

This year the Alliance is holding part of its meeting in conjunction with the California Community Colleges Chief Instructional Officers (CCCCIO). Members of both groups can participate in the sessions and breakfast and lunch on Wednesday, April 3, on a complimentary basis. CCCCCIO members are also invited to attend the Alliance meeting on Tuesday at a fee of $250. Attendees must pre-register with their respective member organization for both its functions and those of the other organization.

The California Community Colleges Chief Instructional Officers is a nonprofit organization composed of the chief instructional officer for each of the California Community Colleges and serves to provide a central voice for academic matters in the state of California; promotes and advances teaching and learning in California public community colleges; provides an instructional administrative perspective on community college issues in California; and participates with the California Community Colleges Chancellor’s Office in the consultation process seeking and representing CIOs and others.
Registration Information

All attendees must register in advance for the Alliance 2013 Annual Meeting. The official program’s registration fee is waived for non-member speakers and for each Alliance member’s official representative. All others must pay the appropriate fees listed below.

The registration deadline for all attendees is March 15, 2013. Register at www.Regonline.com/Alliance2013meeting.

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POST-MEETING SPECIAL OFFER

Special Offer: Invitation to attend the CCCCIO Meeting on Wednesday

Join today and have your official representative’s registration fee waived!

Refund/Cancellation Policy

A cancellation request must be received in writing prior to March 15, 2013, in order to receive a refund, less a $100 processing fee. No refunds will be made for cancellations after the March 15 deadline. WICHE/the Alliance is not responsible for canceling hotel reservations.

Send cancellation requests to:

WICHE
Attn: Laura Ewing
3035 Center Green Drive
Boulder, CO 80301
lewing@wiche.edu

Accommodations

The Hilton San Francisco Financial District is located in the heart of downtown San Francisco, CA. Please make your room reservations by asking for the WICHE discounted rate of $169.00 (plus applicable taxes). The cut-off date for the discounted rate is March 8, 2013, unless the block fills earlier. Room costs are the responsibility of the meeting attendees.

Hilton San Francisco Financial District
750 Kearny Street
San Francisco, CA 94108
Tel: 415 - 433 - 6600
Fax: 415 - 765 - 7891

To make online reservations:

Airport Information

The San Francisco International Airport is served by most major airlines. It is approximately 20 minutes from the Hilton San Francisco Financial District.
Transportation

Taxi

Taxis from the San Francisco International airport cost approximately $50.00 one way to the Hilton Financial Center. Taxis are available on the lower level of the airport just outside of the baggage claim area. It is recommended to take the taxis that are San Francisco taxis vs. taxis from another city. Please tell the driver that you are going to the Hilton Financial Center on Kearny Street. A taxi back to the airport is approximately $45. The Hilton Concierge staff will help guests secure a taxi back to the airport.

Shuttle

Shuttles are available for approximately $16.00 a person to and from the airport. The shuttle service is on the upper level of the airport at the island with the signage “Shared Ride”. The Hilton recommends “Go Lorries” shuttle service. Shuttles leave the Hilton every 30 minutes (intervals are 5 minutes before the hour and 25 minutes after). The Hilton Concierge staff can help secure a shuttle ride back to the airport with some advance notice.

Driving Instructions

(To Hilton San Francisco Financial District from San Francisco International Airport)

- Take US - 101 North toward San Francisco
- Take I80 East toward Bay Bridge/Oakland
- Take Exit 2 toward Last S F Exit
- Take a slight left onto Bryant Street
- Take 1st left onto 3rd Street. 3rd Street becomes Kearney Street.

Dress

Dress for the meeting is business casual. The average temperature in the San Francisco area in April is 63 degrees.

Local Attractions

Only in San Francisco can you find tours, one-of-a-kind sights and other attractions. Activities within the city and around the Bay Area are limitless. Below are a few possibilities if you arrive before the meeting begins. More information is available at the San Francisco Travel website: http://www.sanfrancisco.travel/todo/.

Alcatraz – (www.alcatraztickets.com/). Tour Alcatraz, the infamous and notorious former federal prison, which is home to the likes of Al Capone, George "Machine Gun" Kelley, and Robert "The Birdman" Stroud.

Aquarium of the Bay – (www.aquariumofthebay.com/) Share a cocktail with a shark as you stroll through crystal tunnels just inches away from 20,000 of the San Francisco Bay's most amazing marine animals. Sevengill sharks - the Bay's largest predators - circling overhead are a great conversation starter. Visit the lair of the Giant Pacific Octopus and enter the mesmerizing world of Moon Jellies. Enjoy panoramic views of the Bay from the Farallon Room and East Deck.

Muir Woods National Park – (www.nps.gov/muwo/index.htm ) When John Muir learned that William and Elizabeth Kent were naming a redwood forest near San Francisco in his honor, he declared, "This is the best tree - lovers monument that could possibly be found in all the forests of the world." The couple had purchased the land to preserve its beauty and restful wilderness; and in 1908, they donated it to the federal government to protect it from destruction.

Napa Valley Wine Country – (napavalley.com/) Napa Valley is one of the premier travel destinations in the world. Breathtaking views abound at every turn – mustard in the late winter, picturesque rolling hills planted with vineyards year-round and wineries of every stature dot the landscape. Whether you are wine tasting, dining at renowned restaurants like the French Laundry, pampering yourself with a mud bath in Calistoga, or just enjoying your stay at quaint bed & breakfasts, hotels or resorts ... Napa Valley is your spot of heaven on earth.
Hosts and Sponsors

Special appreciation to California Community Colleges Chief Instructional Officers

And to our generous sponsors who helped make this meeting possible...

Tuesday breakfast

Tuesday lunch

Wednesday joint breakfast

Membership in the Western Alliance of Community College Academic Leaders

Join your colleagues now and take advantage of the special meeting offer!

The Western Alliance of Community College Academic Leaders is open to new, eligible members. Members are public and private community colleges and technical schools and their associated system offices, and state governing and coordinating boards in the WICHE states. The member representatives are the chief academic officers of the institutions or organizations.

Member Benefits

- An active listserv for instant access to advice from your colleagues across the region
- Opportunity to participate in regional initiatives addressing common areas of interest
- Complimentary registration for your institution’s or organization’s official representative at the Alliance annual meeting
- Discounted registration fees for members of your staff with expertise in the topics covered at the meeting
- Opportunity to serve on the Alliance Executive Committee if selected as the state representative

Dues Schedule

The membership year runs from July 1 to June 30. The dues schedule is set by the Executive Committee.

- Community colleges and technical schools under 5,000 headcount: $500
- Community colleges and technical schools with 5,001+ headcount: $750
- System offices and statewide governing and coordinating board offices: $1,200

Volume Discount: The Alliance offers a 25% volume discount when a system or state agency joins with all eligible public institutions in the system or state and pays via one invoice.

Apply today!

www.wiche.edu/alliance/membership
Biographical Information on the Speakers

Barbara Beno has served as president of the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), since 2001. Prior to her appointment, she served as commissioner for both the ACCJC and the Accrediting Commission for Senior Colleges and Universities, WASC. Previously, she served as president of Berkeley City College (formerly Vista Community College) for 12 years, assistant chancellor of the San Mateo Community College District, research and planning director for the Peralta Community College District, and a university faculty member in sociology. She was chair of the Council of Regional Accrediting Commissions from 2006 to 2009. Beno received her B.A., M.A., and Ph.D. in history (B.A.) and sociology from Stony Brook University.

Cheryl Blanco, vice president for Special Projects at the Southern Regional Education Board (SREB), oversees special policy initiatives on college readiness and college completions, with emphasis on connections between postsecondary and K-12 education. Previously, Blanco was vice president for National College Access Programs and Executive Director of the Pathways to College Network at TERI and held senior positions at the Western Interstate Commission for Higher Education (WICHE) and the Florida Postsecondary Education Planning Commission. Blanco was a tenured associate professor in the University of Puerto Rico system. She earned a Ph.D. in higher education from Florida State University.

Brian Bosworth is the president of FutureWorks, a consulting and policy R&D firm based in Seattle and focused on regional economic and workforce development and postsecondary education. Bosworth’s experience includes more than a decade of international development assistance work and 12 years of running state-based economic growth programs in the U.S. He also worked for several years as an independent consultant with many state and regional economic development groups. FutureWorks is now partnering with national and state-based organizations to develop and implement strategies that will increase postsecondary completion and strengthen labor market success for low-income youth and working adults.

Linda Collins is executive director of the Career Ladders Project, founded in 2003 under the sponsorship of the Foundation for California Community Colleges (CCC) to foster educational and career advancement for Californians through research, policy, and strategic support to community colleges. She is also the executive director of LearningWorks, a new center linking knowledge, policy, and practice to improve student completion. Previously, Collins taught at Los Medanos College and served as president of the Academic Senate for CCC. Collins received her B. A. in psychology from University of Colorado and an M. A. in sociology from University of California, Berkeley.

Lara Couturier leads research and publications for Jobs for the Future’s Postsecondary State Policy Team, and provides technical support to the state policy teams in Achieving the Dream, the Student Success Center Network, and Completion by Design. Previously, Couturier conducted research and evaluations as an independent consultant and served as the interim principal investigator for the Futures Project: Policy for Higher Education in a Changing World, a higher education think tank at Brown University. Couturier has a Ph.D. in history from Brown University, a master’s from the Harvard Graduate School of Education, and a bachelor’s from the University of Richmond.

Rhonda Epper is assistant provost for the Colorado Community College System, where her responsibilities include development of academic innovations across the system’s 13 community colleges; policy direction for online learning; transfer and articulation issues; and development of major grants. Previously, she managed CCCOnline and other systemwide consortial initiatives, such as the enterprise learning management system, 24/7 help desk, and digital textbook programs. Epper also served at the Community College of Denver, California State University Office of the Chancellor, and State Higher Education Executive Officers. Epper received her undergraduate degree in finance from University of Texas at Austin and a M.B.A. and Ph.D. from University of Denver.

Bernadette Ferro has been the project manager for the Voluntary Framework of Accountability (VFA) at the American Association of Community Colleges (AACC) since February 2010. From its Washington, D.C. headquarters, AACC represents more than 1,100 associate degree-granting institutions and some 12 million students. The VFA is an initiative to identify and define the most appropriate measures for community colleges to assess their effectiveness and performance. Prior to joining AACC, Ferro worked in both the non-profit and private sectors as a business development specialist and project manager for 9 years. Most recently, as a program manager for a national science organization, Ferro led grant-funded initiatives related to professional development and technology for community college professors, the public understanding of science, National Science Foundation partnerships, and science education via data consortia and online digital resources.

Bernadette Chuck Fong is senior managing partner for the Carnegie Foundation for the Advancement of Teaching and president emerita of Foothill College. She directs the foundation’s developmental mathematics initiative for 30 community colleges and universities in eight states and leads its national expansion. Through this initiative the foundation is building a networked improvement community to increase students’ success through advances in the practice of teaching. She is a fellow of the American Leadership Forum of Silicon Valley and the American Council on Education, and was named a “Phenomenal Woman,” an award given by Chicago’s Harold Washington College Chapter of the American Association of Women in Community Colleges. Her B.A., M.A., and Ph.D. are from Stanford University.

Alfredo Gonzalez is senior associate with Excelencia in Education, an organization based in Washington, D.C., that works with a broad range of other organizations to increase Latino college graduation rates. He is dean and professor emeritus at California State University, Los Angeles. For over 20 years, Gonzalez served as dean of undergraduate studies, responsible for areas that included the university academic...
advisement, tutorial and writing centers, general education, and the introduction to higher education courses for first-time freshmen and transfer students. He received his B.S. from Cal Poly Pomona and his M.S.W. and D.S.W. from the University of California, Berkeley.

Sherrie Guerrero currently serves as the associate superintendent of instruction and student services for Chaffey College. While at Chaffey she has also served as dean of instructional support and dean of language arts. Prior to Chaffey College, Guerrero earned tenure at San Bernardino Valley College as a speech instructor. While at San Bernardino Valley College, Guerrero also served as department chair for speech and performing arts, senator, curriculum chair, and dean of humanities. Guerrero holds an associate of arts degree in liberal arts from San Bernardino Valley College; a bachelor of arts degree in communication studies from California State University, San Bernardino; a master of arts degree in speech communication from California State University, Fullerton; and an educational doctoral degree in educational leadership from the University of Southern California.

Jason Taksony Hewitt is the recently appointed director of online collaborative programming at the University of California, Los Angeles, Extension. He has previously served as an information architect and knowledge manager at MySpace.com and in several academic administration positions. Taksony Hewitt received a B.A. in religious studies from Pomona College, an M.A. in interdisciplinary studies in semiotic ecology from Naropa University, and a postgraduate certificate in ecological theology from the University of Wales, Lampeter. He will graduate from UCLA in spring 2014 with an M.L.I.S. in informatics, an M.A. in American Indian studies in semiotic sustainability and gender, and a Ph.D. in information studies and digital humanities.

Rob Johnstone is the Research & Planning (RP) Group of California's senior research fellow. He is responsible for managing and executing RP's work on national initiatives such as Completion by Design, the Aspen Prize for Community College Excellence, and the Carnegie Foundation's Statway/Quantway Initiative, as well as leading RP's technical assistance and professional services strategies. Johnstone also served for 10 years as a dean of institutional research and planning and vice president of instruction at Foothill Community College and Skyline Community College in California. From this experience he brings a strong practitioner focus and a familiarity with organizational change at all levels of community colleges to his work. Johnstone holds a Ph.D. in social psychology and the law from the University of Oregon, a M.A. in psychology from San Jose State University, and a B.A. in psychology from Stanford University.

Sunny Lee is the project lead of Open Badges. In this role she talks to people tirelessly about badges and the potential for open badges as an alternative system for credentialing; strategizes partnerships that would grow and advance the ecosystem; and works to promote badges as a viable and evidence-based way to evaluate candidates for career and educational opportunities. Lee has a master of information management and systems degree from U.C. Berkeley with an emphasis in education and technology. In another lifetime she used to develop TV shows in Los Angeles.

Kay McClenneny is director of the Center for Community College Student Engagement and a faculty member in the Community College Leadership Program at the University of Texas at Austin. The center conducts the Community College Survey of Student Engagement and the Survey of Entering Student Engagement; it has surveyed nearly 2 million community college students at over 800 colleges in 50 states. McClenneny also directs the center’s Initiative on Student Success, a long-term student focus group research initiative supported by the MetLife Foundation and Houston Endowment.

Ruth Olmsted is associate executive director of the Center for Educational Measurement at Excelsior College, a pioneer in prior-learning assessment, especially credit by exam. Her primary role is to oversee the development of credit-by-exam offerings – Excelsior College examinations and UExcel – along with their supporting documentation and learning resources. Olmsted has also overseen Excelsior’s electronic and paper-based portfolio assessment programs. She holds master’s and Ph.D. in comparative literature from the University of Wisconsin-Madison and nourishes a lifelong love of puzzles.

Hilary Pennington is an independent consultant working on postsecondary education, transitions from high school, and intergenerational change. She also leads The Bridges Initiative, a project funded by national foundations to develop effective responses to the challenges and opportunities of the dramatic demographic shifts occurring in the U.S. From 2006 to 2012, she served as director of education, postsecondary success, and special initiatives at the Bill & Melinda Gates Foundation, where she led the postsecondary education initiative. Before joining the foundation, Pennington served as a senior fellow at the Center for American Progress, a progressive think tank, and as president and CEO of Jobs for the Future (JFF), a research and policy development organization she cofounded. Pennington is a graduate of the Yale School of Management and Yale College. She holds a graduate degree in social anthropology from Oxford University and a master’s of theological studies from the Episcopal Divinity School. She was a fellow at the Harvard Kennedy School of Government in 2000.

Callie Riley serves as Achieve’s Program Associate for Postsecondary Engagement. In this position, she supports Achieve’s college- and career-ready mission through work with the postsecondary community, including the higher education outreach and engagement strategy for the Partnership for the Assessment of Readiness for College and Careers (PARCC) that focuses on working with state leaders to build sustainable in- and cross-state networks that will deepen and strengthen state participation in PARCC to support successful transition to the Common Core State Standards and PARCC assessment system. Previously, Riley taught junior high school English in the Kuji City (Japan) public school system and reading at Glenridge Middle School in Orlando, Florida, and worked for the University of Maryland’s QUEST Honors Program. She holds a bachelors in East Asian Studies and Political Science from Wittenberg

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University and a masters in Educational Leadership and Policy from the University of Maryland, College Park.

Gary Rodwell is the architect and lead programmer for the STAR Academic Journey. He and an outstanding team have developed a revolutionary, enterprise-wide software platform that adds business intelligence to the University of Hawai‘i (UH) system. The platform has been the subject of multiple awards, newspaper articles, and recent grants. Rodwell believes that students, faculty, staff, administration, and alumni should rightfully expect to receive significant educational and business value from their investment in information technology. Evidence of the sustainable success of STAR is fairly widespread through the UH campuses, with average usage of 1,000 to 10,000 students a day. Rodwell's educational background is in electrical engineering. Prior to working at the University of Hawai‘i at Manoa, he worked with British Telecom and Chubb Australia on engineering projects.

Scott Stimpfel is currently pursuing his doctorate in educational leadership from the University of Pennsylvania’s Graduate School of Education. During his doctoral fellowship at the University of Pennsylvania, Stimpfel led the development and implementation of the business strategy for Knowledge@Wharton High School, which spreads financial literacy to students around the world through innovative content and competitions. Stimpfel attended Pasadena City College, Glendale Community College, and East Los Angeles Community College prior to transferring to the University of Southern California. He graduated from the University of Southern California summa cum laude, with a B.S. in business administration. Stimpfel holds an M.B.A. with a dual specialization in corporate finance and entrepreneurship and innovation from New York University’s Stern School of Business.

Sebastian Thrun is CEO of Udacity, a start-up focused on democratizing higher education. He is also a part-time Google Fellow and a research professor at Stanford University. Thrun is known for his work at Google X, home of the Google self-driving car. He was elected into the National Academy of Engineering at age 39 and started and sold two companies after winning the DARPA (Defense Advanced Research Projects Agency) Grand Challenge, a historical robot race. Fast Company magazine named him the fifth most creative person in business in 2011. He’s on Vanity Fair’s new establishment list; his work has been featured among the best 50 inventions by Time magazine; and one of his robots was named the top robot of all time by Wired magazine.

Andrea Venezia serves as the senior research associate and project director at WestEd. Venezia’s work is focused on improving student readiness for, and success in, some form of postsecondary education, with a particular focus on students who are traditionally underserved. Prior to joining WestEd, Venezia was senior policy analyst at the National Center for Public Policy and Higher Education. Before that she directed Stanford University’s Bridge Project, the first large-scale national study that documented state policy barriers that inhibit student progression from high school to college. She received a B.A. in English from Pomona College, an M.A. in administration and policy analysis in higher education from Stanford University, and a Ph.D. in public policy from the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin.

Mary Visher is a senior associate at MDRC, a nonprofit public policy research organization. At MDRC she designs and leads large, multisite, national evaluations of interventions designed to promote student success in both the K-12 and postsecondary sectors. Among these was a randomized, controlled trial of learning communities in six community colleges, in which nearly 7,000 students participated. She has held similar positions at MPR Associates, SRI, Berkeley Planning Associates, and Abt Associates in the last 25 years. Visher holds a doctorate in sociology from the University of Wisconsin-Madison.

Debra Volzer is the vice president and national director for institutional partnership for Pearson Higher Education. She focuses on large-scale, complex initiatives at the state, consortia, system, or foundation-sponsored level, in an effort to collaboratively identify models and solutions that increase student success and streamline pathways to completion. In this role she works to identify and align a shared vision and promotes collaboration of next-generation education solutions. Prior to joining Pearson, Volzer held numerous academic and teaching positions, including the Ohio State University, University College and honors director for the Fisher College of Business; distance-learning specialist for the Ohio Learning Network for the Ohio Board of Regents; director for the Community College Alliance Program at Franklin University; director of instructional technology and e-learning for Ohio Dominican; and director of academics for Rasmussen College. She received her bachelor’s degree from the University of Kansas, her master’s from Yale University, and her doctorate from Ohio State.

Joshua Wyner is the executive director of the Aspen Institute College Excellence Program, which aims to strengthen practice and develop leadership to substantially improve college student success. Started in early 2011, the program’s first two initiatives are the Aspen Prize for Community College Excellence, which strives to reward and shine a spotlight on community colleges that deliver exceptional student results and stimulate replication of successful campus practices; and the New College Leadership Project, which works to strengthen efforts to recruit and train college presidents who are driven by – and capable of – substantially improving student success. He has a B.A. in history from Vassar College, holds a master’s in public administration from the Maxwell School at Syracuse University, and is a cum laude graduate of New York University School of Law.

Holly Zanville is a program director at Lumina Foundation, where she leads the development of plans and strategies to support student success in higher education. The success portfolio includes work in strengthening student success in community colleges, with a focus on improving outcomes of developmental education; increasing degree completion for targeted populations (returning adults, Latinos, early transfer students via reverse transfer); strengthening the capacity to develop and use quality data; and exploring new approaches to credentials. Zanville received her Ph.D. in educational administration from the University of Minnesota, M.A. in English from the University of Wisconsin-Madison, and B.A. in English and biology from Lindenwood University.
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