Innovative Thinking Inside the Nested Boxes: The Academic Leaders’ Challenge
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 systems and state agencies located in the 16-member WICHE region (15 states and the Commonwealth of the Northern Mariana Islands [CNMI] – the first of the U.S. Pacific territories and freely associated states to participate). 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.

Message from the Chair

Dear Colleagues,

Welcome to Greater Phoenix, Arizona, where you can enjoy the beauty of the desert and the richness of our diverse cultures! At a time when we are facing demands to do more for our communities with scarce resources, to increase completion rates dramatically, and to adopt new regulations, we come together to engage in conversations about what matters most to us: our students, their aspirations, and their success. We celebrate the significant work we have accomplished in our community colleges and technical schools, and accept that much still needs to get done as we continue to face old and new challenges. We believe, however, that many of these challenges could be, and should be, addressed through collaborations beyond the scope of a single institution or state. So we have designed our gathering intentionally as a place and time for learning, interaction, exchange of ideas, honest discourse, innovative thinking within the Nested Boxes, and collective action. Together, we can explore solutions and build a stronger future for higher education in the West.

Maria Harper-Marinick, Alliance Chair
Executive Vice Chancellor and Provost, Maricopa Community College

Alliance Executive Committee

ALASKA
Peter Pinney
University of Alaska, Fairbanks

ARIZONA
Maria Harper-Marinick
Maricopa Community Colleges

CALIFORNIA
Erik Skinner
California Community Colleges

COLORADO
Jerry Migler
Colorado Community College System

HAWAI‘I
Peter Quigley
University of Hawai‘i System

IDAHO
Lita Burns
North Idaho College

MONTANA
John Cech
Montana University System

NEVADA
Mike McFarlane
Great Basin College

NEW MEXICO
TBD

NORTH DAKOTA
Wanda Meyer
Williston State College

OREGON
Elizabeth Cox Brand
Oregon Department of Community Colleges and Workforce Development

SOUTH DAKOTA
Michael Cartney
Lake Area Technical Institute

UTAH
Chris Picard
Salt Lake Community College

WASHINGTON
Jan Yoshiwara
Washington State Board for Community and Technical Colleges

WYOMING
Joe Schaffer
Laramie County Community College

WICHE members: Alaska • Arizona • California • Colorado • Commonwealth of the Northern Mariana Islands • Hawai‘i • Idaho • Montana • Nevada • New Mexico • North Dakota • Oregon • South Dakota • Utah • Washington • Wyoming
SCHEDULE AT A GLANCE

Pre-Meeting Activities

Wednesday, March 12

Noon - 4:30 pm  Registration Open
1:00 - 4:30 pm  Executive Committee Meeting *(executive committee members only)*
5:00 - 6:00 pm  WICHE Orientation and Update

Dinner on your own

Meeting Program

Thursday, March 13

7:30 am - 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 - 10:00 am  The Future of U.S. Higher Education: A Conversation with Lee Gardner
10:00 - 10:15 am  Break
10:15 - 11:30 am  Promising Pathways to Student Success: A Data-Driven Approach
11:30 am - 12:30 pm  Lunch
12:30 - 1:45 pm  Concurrent Mini Sessions: Take Your Pick!
1:45 - 2:00 pm  Break
2:00 - 2:45 pm  The Completion Agenda
2:45 - 3:00 pm  Break
3:00 - 4:00 pm  Implementing Applied Baccalaureate Degrees in Community and Technical Colleges
4:00 - 4:15 pm  Break
4:15 - 5:00 pm  Contexts for Student Success: Lessons Learned
5:00 - 6:00 pm  Reception
6:30 pm  Networking Dinners

Friday, March 14

6:30 - 8:00 am  Breakfast
7:30 am  Registration Open
8:00 - 8:30 am  Alliance Membership Update
8:30 - 10:00 am  Competency-Based Education: Best Practices for Institutions and Accreditors
10:00 - 10:15 am  Break
10:15 - 10:45 am  Community Colleges: The Under-Represented Students’ Pathway to the Middle Class
10:45 - 11:45 am  A Look Ahead: More or Less Inside the Boxes?
11:45 am - noon  Wrap Up/Adjournment
Program Sessions and Speakers

Wednesday, March 12

Noon - 4:30 pm
Lobby
Registration

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

5:00 - 6:00 pm
Xavier
WICHE Orientation and Update
WICHE, established by the U.S. Congress in the early 1950s as one of four regional compacts, works collaboratively with its 16 members (15 states and the Commonwealth of the Northern Mariana Islands) to expand educational access and excellence for all citizens of the West. Come learn more about WICHE’s many programs and projects.

Dinner on your own

Thursday, March 13

7:30 am
Outside Palm AD
Registration

7:30 - 8:30 am
Cloister
Breakfast

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

8:45 - 10:00 am
Palm AD
What’s the near-term future of U.S. higher education? The truth is, no one really knows, not even your speaker. But the current landscape of federal interventions, state policy, technological disruptions, changing demographics, and other complex factors allows for some educated (if sometimes discomfiting) guesses. Join us for an interactive discussion of the issues facing colleges and of the possible outcomes.

Introducer:
Maria Harper-Marinick, Maricopa Community College
Speaker:
Lee Gardner, The Chronicle of Higher Education

10:00 - 10:15 am
East Break Station
Break

10:15 - 11:30 am
Palm AD
Promising Pathways to Student Success: A Data-Driven Approach
Using high school achievement data to improve assessment, placement, and attainment of early educational milestones substantially increased the rate of first-time students’ assessment into transfer-level courses in English and math by up to 500 percent at Long Beach City College (LBCC). Once in those courses, these students successfully completed the courses at the same rates as returning students who completed prerequisite courses and as students assessed directly into the courses via standardized tests. Most importantly, when alternative assessments were combined with prescriptive, full-time placement into foundational skills courses, the completion of key early educational milestones increased dramatically across all student demographic groups. LBCC’s findings provide 1) compelling support for the use of high school achievement data as a better predictor of performance in college level courses than traditional, standardized assessments; and 2) strong initial indications that acting on that research can meaningfully improve both the rate of and time to attainment of meaningful educational outcomes.

Introducer:
Pete Pinney, University of Alaska, Fairbanks
Speaker:
Eloy Ortiz Oakley, Long Beach Community College District, CA

11:30 am - 12:30 pm
Cloister
Lunch

12:30 - 1:45 pm
Abbey
Concurrent Mini Sessions: Take Your Pick!
Choose three topics of interest below. Every 20 minutes a bell will ring and attendees will move to a new topic.
The Maricopa Millions Project: Scaling Up OERs to Save Students Money and Increase Access

The Maricopa Millions Project is designed to scale Open Educational Resource (OER) usage throughout the ten-college district by remixing and adapting current models from across the nation. A steering committee has been established to develop and implement a comprehensive strategic plan to save our students $5 million over five years in course materials. The project includes a strategic, sustainable OER infrastructure consisting of building awareness, providing training and support as well as increasing faculty collaboration.

Paul Golisch, Paradise Valley Community College, AZ

Student Retention Toolkit – Choose the Tools that Meet Your Needs

Student retention is critical to the success of every college, but what worked in the past to retain students doesn’t always work today, and what works at one college may not work at another. This session will provide information on a retention toolkit - retention tools that can be used alone or in conjunction with other tools. Learn about tools such as JumpStart Days, Attendance Challenge, Emergency Loans, Success Advisors and Seminar class, Academic Recovery, and more! Each tool will be discussed briefly with information on how to implement them successfully. Choose your favorites and implement them at your own college!

Tracy Noldner, Southeast Technical Institute, SD

Interstate Passport Initiative: A New Framework for Transfer

Learn how your institution can become part of the Interstate Passport Initiative that allows students to transfer based on learning outcomes in lower division general education, not courses and credits.

Peter Quigley, University of Hawai‘i System

Flipping Student Services: Supporting Students 24/7

Are you prepared to provide services to meet the needs of today’s students? With tight budgets and high demand, institutions are finding it difficult to provide services to all students in a cost-effective manner. This session will explore tools institutions can use to provide 24/7 resources for students; thus, flipping the way we provide support. We will discuss how to enhance orientation programs, academic advising, tutoring, financial aid, supplemental instruction and student success workshops.

Geri Anderson, Aims Community College, CO
Valerie Kisiel, Innovative Educators, CO

Scaling Innovation in TAACCCT Consortia: The Transformative Change Initiative

The unprecedented federal investment in community college workforce education through the TAACCCT grants and the vision of leading consortia of community colleges across the nation have resulted in developing and scaling innovations that might otherwise take many years to accomplish. This session, based on rigorous third-party evaluations and insights from select TAACCCT consortia that are a part of a Transformative Change network, will reveal some of the strategies being implemented and what we are learning about scaling educational reforms at the regional, state, and national levels.

Heather McKay, Rutgers, The State University of New Jersey

What If Textbooks Cost $30 or Less? The Open Course Library Project

The Open Course Library was funded by the Washington State Legislature and the Bill and Melinda Gates Foundation to hire faculty to develop materials for 81 common courses. Faculty developed a wide variety of solutions that cost students $30 or less per course and that use both publisher and openly licensed material. The project has saved students more than $5 million in textbook costs to date, and all courses are available and openly licensed on http://opencourselibrary.org

Connie Broughton, Washington State Board for Community and Technical Colleges

Unlocking Student Potential: The Power of High School Data

This session will focus on the utility of multiple measures in assessment using existing high school achievement data in the California Community Colleges. The speaker will explain the predictive placement model developed at Long Beach City College that increased placement into college level courses while maintaining success rates, discuss statewide replication of the research by the RP
Group, and introduce the development of a new statewide multiple measure resource by a partnership between the Chancellor’s Office and Cal-PASS.

Ken Sorey, *Cal-PASS Plus*

**Rio Salado’s College Bridge Pathways Program: A Personalized Approach to Success**

Rio Salado College recently partnered with Pearson to garner the Bill & Melinda Gates Foundation’s Adaptive Learning Market Acceleration Program Grant. Together they will develop undergraduate courses imbued with adaptive learning technologies consistent with the Foundation’s charitable purpose to ensure “Global Access”. Concurrently, both parties are working together to deliver Rio Salado’s College Bridge Pathways program. The focus is to increase student completion rates and deliver courses that incorporate best practices for personalization, engagement, and assessment. Rio Salado will share details of their implementation and successful outcomes.

Julie Stiak, *Rio Salado College, AZ*

Cynthia Maxson, *Rio Salado College, AZ*

1:45 - 2:00 pm **Break**

2:00 - 2:45 pm **The Completion Agenda**

The Completion Agenda – doubling the number of community college students who, in the next ten years, complete a certificate, Associate’s Degree, or transfer to a four-year college or university – has become the overarching mission of the nation’s community colleges. What students need to do to meet this goal and what conditions need to be in place in the college to ensure that students meet this goal will be addressed in this session.

*Introducer:*

Joe Schaffer, *Laramie County Community College, WY*

*Speaker:*

Terry O’Banion, *League for Innovation & National American University*

2:45 - 3:00 pm **Break**

3:00 - 4:00 pm **Implementing Applied Baccalaureate Degrees in Community and Technical Colleges**

Changing degree requirements in some high demand fields and limited geographic access to baccalaureate institutions has led some community and technical colleges to seek authorization to offer bachelor’s degrees in targeted occupations. Mike McFarlane, Great Basin College in Nevada, has been a pioneer in this growing movement and will offer practical advice based on his experience and the experiences of other early adopters. Jan Yoshiwara, Washington State Board for Community and Technical Colleges, will provide a system policy view, representing one of the early statewide efforts to gain authority for all colleges to offer applied baccalaureate degrees.

*Speakers:*

Michael McFarlane, *Great Basin College, NV*

Jan Yoshiwara, *Washington State Board for Community and Technical Colleges*

4:00 - 4:15 pm **Break**

4:15 - 5:00 pm **Contexts for Student Success: Lessons Learned**

Faculty and staff of Stella and Charles Guttman Community College in New York (founded as the New Community College) have drawn on best practices and policies for enhancing student academic achievement and success. Key units of the new college are the Center for College Effectiveness and the Office of Partnerships. The college will continue to draw on national research and practice as it aspires to be a campus centered on continuous learning and improvement.

*Introducer:*

Peter Quigley, *University of Hawai‘i System*

*Speaker:*

Scott Evenbeck, *Stella and Charles Guttman Community College, NY*

5:00 - 6:00 pm **Welcome Reception**

Unwind from the busy day as you catch up with old friends and make new ones! Join us in celebrating with this year’s Toolkit winner.
Networking Dinners
Join your colleagues for some lively conversation about your common interests and challenges. We have reserved tables for dinner at several nearby restaurants to be hosted by members of the Alliance Executive Committee. **Attendees are responsible for the cost of their dinner.**

Friday, March 14

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>6:30 pm</td>
<td><strong>Networking Dinners</strong></td>
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<td><strong>Competency-Based Education: Best Practices for Institutions and Accreditors</strong></td>
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<td>8:30 - 10:00 am</td>
<td>Massive Open Online Courses (MOOCs) and other non-traditional learning opportunities pose new questions about the value of seat time as demonstration of learning and the meaning and viability of the credit hour. Employers want to know what the student knows and can do – not how many credit hours they have accumulated. Some institutions are transitioning to adoption of new models for learning that are more flexible and help students demonstrate proficiency of skills regardless of time and space. With the U.S. Department of Education awarding financial aid status to competency-based institutions, another barrier to competency-based education has been removed. Our panelists will discuss their approaches to competency-based education and highlight some best practices in this area from the constituents they serve.</td>
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<td><strong>Moderator:</strong> Mike Cartney, <em>Lake Area Technical Institute, SD</em></td>
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<td><strong>Speakers:</strong> Christopher Johnson, <em>American Council on Education</em></td>
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<td>Rebecca Klein-Collins, <em>Council for Adult and Experiential Learning</em></td>
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<td>Jeffrey Rosen, <em>Higher Learning Commission</em></td>
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<td>8:30 - 10:00 am</td>
<td>Sandra Elman, <em>Northwest Commission on Colleges and Universities</em></td>
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<td>10:15 - 10:45 am</td>
<td>Community colleges are the entry point to higher education for communities that have historically been underrepresented in higher education. They play a key role in putting these communities on a path to the middle class. You’ll learn about some of the best practices in this arena along with an update on key activities of the U.S. Department of Education and how they may impact community colleges.</td>
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<td>10:15 - 10:45 am</td>
<td><strong>Discussion Leader:</strong> John Cech, <em>Montana University System</em></td>
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<td>10:15 - 10:45 am</td>
<td><strong>Speaker:</strong> Mark Mitsui, <em>U.S. Department of Education</em> (audio)</td>
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<td>10:45 - 11:45 am</td>
<td><strong>A Look Ahead: More Inside the Boxes?</strong></td>
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<td>As we make plans for our institutions’ futures, it is imperative that we incorporate effective use of resources and expertise available from federal agencies. We must know what changes in existing programs are in the offing and what new programs might be added. What are the current hot topics being discussed among the leaders of these agencies? Are there ways that we can help inform these conversations based on our understandings and expertise in the field? Join us for this critical update.</td>
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<td><strong>Introducer:</strong> Maria Harper-Marinick, <em>Maricopa Community Colleges</em></td>
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<td><strong>Speaker:</strong> David Longanecker, <em>Western Interstate Commission for Higher Education</em></td>
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<td>11:45 am - noon</td>
<td><strong>Wrap-up and Adjournment</strong></td>
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Local Attractions

Phoenix is a world-class destination because of its natural beauty, sunny skies, manicured golf courses and sports and cultural attractions. The city’s extensive desert preserve system offers visitors easy access to the Sonoran Desert and its surprising biological diversity. The Phoenix Points of Pride highlight many of the city’s most unique attractions, and city-run facilities such as Pueblo Grande Museum and Heritage and Science Park offer visitors a chance to learn about the Valley’s native heritage and history.

After the program concludes on Friday, we hope you will stay and explore the spectacular Phoenix area. The Phoenix Points of Pride website is http://phoenix.gov/recreation/attract/pride/index.html.

Desert Botanical Garden - (www.dbg.org), located near the airport, contains approximately 50 acres under cultivation. Something is always blooming at the Desert Botanical Garden.

Outdoors - By foot, by bike, or even by horse, there’s no shortage of mountain trails, some right in the city and some in the middle of the Sonoran Desert. Climb iconic Camelback Mountain (20 minutes from downtown), see the cityscape from Piestawa Peak, or head to South Mountain (just outside the city) for over 50 miles of trails.

Phoenix Zoo - (www.phoenixzoo.org) Voted one of the nation’s top five zoos for kids.

Wildlife World Zoo and Aquarium - (www.wildlifeworld.com) recently expanded to include an aquarium with 80 indoor exhibits.

Arizona Science Center - (www.azscience.org) more than 300 interactive exhibits, a planetarium and IMAX theatre.

Heard Museum - (www.heard.org) this internationally known repository houses art and artifacts providing insights into the state’s 22 American Indian tribes and promotes the work of contemporary American Indian artists and artisans.

Phoenix Art Museum - (www.phxart.org) an impressive collection of European, Asian, Latin American, Western American and contemporary pieces—about 18,000 works in all.

Shopping Areas - Biltmore Fashion Park, Scottsdale Fashion Square, Old Town Scottsdale and Mill Avenue, just to name a few.

Golf and Spa - too many to mention for a full list of resorts and spas: http://www.visitphoenix.com/index.aspx

Grand Canyon/South Rim - 3 ½ to 5 hours by car (depending on how many scenic stops you make along the way).

Sedona - Approximately 120 miles north; approximately 2 hours.

Hosts and Sponsors

Thank you to our Host ...

Maricopa Community Colleges

... and to our generous Sponsors who helped make this meeting possible.

Pearson

CSU-Global

Innovative Educators

SALT
Membership

Join your colleagues now as members of the Western Alliance of Community College Academic Leaders!

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 region. The member representatives are the chief academic officers of the respective 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

**Geri Anderson** currently serves as external affairs special assistant to the president at Aims Community College. In this role, she monitors all legislative and policy matters which may have implications for the college at the state and federal level. Prior to beginning her tenure at Aims Community College, Anderson served as interim president for the Community College of Aurora and the vice president for academic and student affairs and provost for the Colorado Community College System. In her 35 years experience as a higher education administrator and faculty member she has worked at large public research institutions, private liberal arts colleges and public community colleges. She began her career as a middle school science teacher in Lincoln, Nebraska.

**Connie Broughton**, director of eLearning and open resources, joined the Washington State Board for Community and Technical Colleges (SBCTC) in August of 2001. SBCTC eLearning provides a suite of elearning tools and support for the 34 community and technical colleges in the state of Washington. Broughton has been developing and managing collaborative elearning projects since 1997. These projects include WashingtonOnline, the Western eTutoring Consortium, and the Open Course Library. She has also taught at Spokane Falls Community College, Spokane Community College, Eastern Washington University and Washington State University.

**Sandra Elman** has been the president of the Northwest Commission on Colleges and Universities since 1996. She is responsible for overseeing the quality assurance regional accreditation process for 165-plus member and candidate institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, and British Columbia, Canada. Elman has held faculty and administrative positions at the University of Massachusetts Boston; University of Maryland and the University of California, Berkeley. Elman received her B.A. degree from Hunter College in New York and her M.A. and Ph.D. from the University of California, Berkeley. She has published extensively in the fields of higher education and public policy and lectures nationally and internationally on governance, quality assurance and international peace.

**Scott Evenbeck** joined the City University of New York in 2011 as Guttmann Community College’s founding president. Prior to that he served as professor of psychology and founding dean of University College at Indiana University-Purdue University, Indianapolis. Evenbeck has long been involved in designing, implementing, and assessing programs for students in their first years of university study. He played a major role in various initiatives to support student achievement in Indiana, including efforts to keep students in college. He was a task force advisor for the Foundations of Excellence in the First College Year and a board member of the American Conference of Academic deans. Evenbeck completed his master’s and doctorate in social psychology at University of North Carolina at Chapel Hill. He earned his bachelor’s degree in psychology at Indiana University at Bloomington.

**Lee Gardner**, a senior editor at the *The Chronicle*, oversees the Finance & Policy section, which includes coverage of state and federal governments, accreditation, for-profit education, fund raising, college facilities and sustainability practices, and other aspects of the business of higher education. Before joining *The Chronicle* in May 2012, he spent nine years as editor-in-chief of *Baltimore City Paper*. Under his stewardship, the newspaper won numerous awards from the Association of Alternative Newsmedia. In addition to prior stints as arts editor and music editor at the *City Paper*, he also worked as a staff writer at the alternative weekly *Metro Pulse* and an assistant editor at *Whittle Communications*. His writing has appeared in a variety of other publications as well, including *Nylon, Cooking Light, The Wire*, and alt-weeklies. Gardner earned a bachelor’s degree in English literature from Towson University.

**Paul Golisch** has served in IT leadership positions for more than 20 years, with the last seven as the dean of information technology at Paradise Valley Community College in Phoenix. He has presented at local, regional, and national educational conferences and has had leadership roles on several districtwide committees. Prior to joining the Maricopa Community College District, Golisch was a math teacher and director of educational technology in the largest high school district in Illinois. He received his B.S. in mathematics from Valparaiso University and an M.Ed. in instructional technology from National-Louis University in Evanston, IL.

**Christopher Johnson** has over 18 years of higher education experience in state, private, and for-profit institutions, serving as a department chair, academic dean, curriculum developer, and faculty member. Johnson has developed undergraduate and graduate curriculum and taught courses at the two-year and four-year levels in traditional, online, and blended/hybrid formats. In addition to his instructional roles, Johnson is currently an American Council on Education faculty reviewer, a national coordinator leading review teams for the corporate and military programs, and a regional liaison in the College and University Partnerships Department. Johnson received his B.S. in history and political science from Western Carolina University and has a master’s in education from Temple University. His doctoral degree, earned at Capella University, is in education with a concentration in higher education leadership.

**Rebecca Klein-Collins** is the senior director of research and policy development for the Council for Adult and Experiential Learning (CAEL), overseeing research in topics related to higher education innovations, prior learning assessment, competency-based education, non-traditional learners, and workforce development. She assists in developing new approaches for state and federal policy change, she speaks regularly to national audiences on various topics related to adult learners, and she authors numerous articles and policy papers for CAEL. Klein-Collins has a bachelor’s degree from Grinnell College and master’s degrees from Indiana University and the University of Chicago Harris School of Public Policy.
Valerie Kisiel is currently a co-owner of Innovative Educators and focuses on curriculum design, product development, and strategic partnerships. She has over 15 years experience as a teacher, advisor, recruiter and web administrator at the high school and community college levels. Prior to this, she worked in online learning, advising, and online student services at Front Range Community College. She holds a bachelor’s degree in English from Colorado College and a master’s degree in information and learning technologies from the University of Colorado, Denver.

David Longanecker has served as president of the Western Interstate Commission for Higher Education in Boulder since 1999. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions. He has written extensively on a range of higher education issues. His primary interests in higher education are: expanding access to successful completion for students within all sectors of higher education, promoting student and institutional performance, assuring efficient and effective finance and financial aid strategies, and fostering effective use of educational technologies, all for the purpose of sustaining the nation’s strength in the world and increasing the quality of life for all Americans, particularly those who have traditionally been left out in the past. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.

Cynthia Maxson has served as director of community programs – English at Rio Salado College, a community college within Maricopa Community College District (MCCCD), since September 2011. She was a former ABE/GED/ESL within the district from 1984 – 2011. In 1986 she became an adjunct faculty member within Rio Salado. Maxson received her B.A. and M.A. in education from Grand Valley University with an emphasis in higher education. Currently she serves as the director for the program and largely oversees developmental English courses and English dual enrollment classes. She has presented at many conferences and workshops.

Michael McFarlane is vice president for academic affairs at Nevada’s Great Basin College, a position held since 2004. GBC is a comprehensive community college offering select baccalaureate degrees to complement a mission to deliver higher education to rural Nevada. McFarlane has been highly engaged in the development of this mission. Before entering college administration, he taught for 22 years in geology and other physical sciences, and worked previously in the mining industry as a geologist. McFarlane received his B.A. from Humboldt State University (California), and M.S. and Ph.D. from the University of Nevada, Reno, all in geology.

Heather A. McKay is the director of the Education and Employment Research Center at the School of Management and Labor Relations, Rutgers University. In this capacity, McKay conducts research and evaluations on community college programs, state and federal workforce development systems and education and workforce policies. She directs a Lumina Foundation for Education grant to incorporate education towards degree completion in the workforce development system. She is also evaluating three consortium Trade Adjustment Assistance Community College and Career Training grants across five states. Additionally, McKay runs the Obama-Singh Knowledge Initiative grant at Rutgers, looking at community colleges and workforce training in India.

Mark Mitsui is the deputy assistant secretary for community colleges in the U.S. Department of Education Office of Vocational and Adult Education (OVAE). Previously, he served as the president of North Seattle Community College (NSCC). At NSCC he increased international student enrollment by over 50 percent and hosted several international delegations researching the American community college system, as well as taking part in the statewide task force to review and redesign the performance funding system in Washington’s Community and Technical Colleges, including the student success metrics. Prior to his term at NSCC, Mitsui served as vice president of student services for South Seattle Community College; assistant dean at Green River Community College; director of student success and retention services at NSCC; and as a tenured faculty at Renton Technical College.

Tracy Noldner is the vice president of student affairs and institutional research at Southeast Technical Institute (STI) in Sioux Falls, South Dakota, and has been with the institute for nearly 20 years. He oversees STI's Student Success Center and provides institutional research services for the institute. Noldner also serves as the institute's Higher Learning Commission liaison and is currently an HLC peer reviewer. Prior to his work at STI, Noldner was the total quality manager and statistician for Raven Industries, a manufacturing firm in Sioux Falls. He has also taught at the elementary, middle school, high school, and college levels. Noldner received his master's degree in mathematics with an emphasis in statistics and undergraduate degrees in English, mathematics and journalism from South Dakota State University.

Eloy Ortiz Oakley serves as the superintendent-president of the Long Beach Community College (LBCC) District. Since his appointment he has led the implementation of innovative programs and policies that help students succeed in college, including the Long Beach College Promise and Promise Pathways – both of which have gained national attention. Prior to his appointment, he served as vice president of administrative services at LBCC and as vice president of college services at Oxnard College. He received his bachelor of arts in environmental analysis and design and master of business administration from UC Irvine, after studying at Golden West College.
Terry O’Banion served as president of the League for Innovation in the Community College for 23 years and currently serves as chair of the graduate faculty at National American University. He has authored 15 books and over 200 articles, chapters, and monographs on the community college and has consulted in over 800 community colleges. O’Banion received his B.A. in English and master’s in counseling psychology from the University of Florida and his Ph.D. in higher education administration from Florida State University.

Peter Quigley is the University of Hawaiʻi System Community Colleges’ associate vice president for academic affairs. He is responsible for academic program planning, evaluation and assessment; course and program articulation; regional accreditation; federal higher education and workforce development issues, and collaboration with external agencies. He also has served as interim vice chancellor for academic affairs at the University of Hawaiʻi at Manoa and chancellor at Leeward Community College. Prior to coming to Hawaiʻi, Quigley served as dean of the College of Arts and Humanities at Minnesota State University and as dean of academics/chief academic officer at Embry Riddle University.

Jeffrey Rosen is the vice president for accreditation relations and director of Open Pathway at the Higher Learning Commission. Rosen was dean of the School of Continuing and Professional Studies and associate professor of art history at Loyola University Chicago, where he created programs in allied healthcare and also ran the University’s summer session, its pre-collegiate program, and its noncredit programs for adults. Previously, he was associate dean for the humanities, arts and sciences and the summer session at the University of Chicago, and associate dean for graduate programs at Northwestern University’s School of Continuing Studies, where he created programs in public policy and sport administration. He currently serves as chair of the Leadership and Strategy Network of the University Professional and Continuing Education Association (UPCEA).

Ken Sorey is project director for Cal-PASS Plus, the California Partnership for Achieving Student Success, a collaborative initiative in which California schools, colleges, and universities share student data to track and analyze student performance to improve success. Sorey has 20 years of experience helping public schools, colleges, and universities improve student outcomes and workforce preparation. Prior to his work in education, Sorey was a marketing consultant to corporations, small businesses, and nonprofit organizations and served on education advisory boards including the San Francisco School Alliance. He holds a bachelor of arts degree in psychology from University of California, Berkeley.

Julie Stiak has served as associate dean for instruction and community partnerships at Rio Salado College, a community college within Maricopa County Community College District (MCCCD), since March 2013. She was a program director and residential faculty member at Phoenix College for Medical Laboratory Science-related programs from 2002 until early 2013. She had a 22-year health care career at Sun Health in progressive leadership positions including 14 years as administrative director of laboratory services and radiologic services. Stiak received her B.S. in medical technology and Ed.M. in education in learning and instructional design from Arizona State University.

Jan Yoshiwara is the deputy executive director for the education division at the Washington State Board for Community and Technical Colleges. Her primary responsibilities are education policy and strategic planning for the community and technical college system, and management of the education division, including instruction, student services, eLearning, policy research and performance accountability. Yoshiwara works with senior staff at colleges, universities, higher education and K-12 agencies, governor’s office, legislators and state business and labor partners on education goals and policies. She joined the SBCTC in 1984, previously serving as associate director of planning and information services and assistant director for student services and minority affairs. Yoshiwara earned her B.S. in zoology from the University of California, Davis and M.Ed. in student personnel administration for higher education from Western Washington University.