As community colleges respond to California’s Student Success Task Force (SSTF) recommendations, student support to improve completion rates is being considered by constituents across the state. In January, the RP Group released the results from year one of a three-year study, “Student Support (Re)defined.” Its purpose is “to understand how, in an environment of extreme scarcity, community colleges can deliver support both inside and outside the classroom to improve success for all students.” In the first year, the RP Group gathered students’ feedback (“What Students Say They Need to Succeed”) on what generally supports their educational progress as well as their perspectives on six factors* that influence student success, listed in order of importance:

• **Directed:** students have a goal and know how to achieve it
• **Focused:** students stay on track—keeping their eyes on the prize
• **Nurtured:** students feel somebody wants and helps them to succeed
• **Engaged:** students actively participate in class and extracurricular activities
• **Connected:** students feel like they are a part of the college community
• **Valued:** students’ skills, talents, abilities, and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

While the RP Group study addresses students and invites

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*Continued on Page 2*
conversation on teaching and learning strategies, the success factors it identifies are universal ones that apply equally to all of us who work on a community college campus. When we arrive at work and leave at the end of the day, don’t we, like the students we serve, need a sense of direction and focus, feeling nurtured, appreciated, connected, and valued?

SSTF Recommendation Six, Professional Development, makes clear that the entire college community will need to work together to foster student success, and while faculty are central to that goal, classified staff and administrators are part of the team. The three groups will need to learn the skills and model the behaviors that not only encourage student success but also employee success. Research consistently shows us that factors like the six that are identified in the RP Group study are mentioned when employees describe a positive work environment. All of us, whether we are faculty, staff, or administrators, when we speak well of our campus and our colleagues, typically use words like “supportive,” “encouraging,” “positive,” “helpful,” “valued.”

Campus culture can be a force that either pulls a college down or drives it toward success and satisfaction. “Student Support (Re) defined” is an important study that prompts discussion and can serve as a template for creating a college environment that fosters the success of all its populations, students and employees alike.

"Student Support (Re) defined" is a three-year study (2011-2014) funded by The Kresge Foundation where the RP Group will:

**Phase 1 – Student Perspectives:** Survey 900 students at 13 campuses to ask what factors are most important to their educational success - paying special attention to factors that African American and Latino students cite as critical to their achievement (Year 1 results complete – "What Students Say They Need to Succeed")

**Phase 2 – Practitioner Perspectives:** Engage practitioners in assessing needs at their colleges and document specific community college efforts and identify opportunities for related institutional change; profile examples of colleges that have pursued coherent institutional change to improve student support (Year 2)

**Phase 3 – Stakeholder Discussions:** Facilitate and promote dialog and action planning at both college and system levels and encourage student support and increase completion, particularly for underrepresented populations (Year 3 and ongoing)

The RP Group will likely release the results of the second phase of the study between fall 2013 and spring 2014.

*A full definition of these factors can be found here.*
We also had an opportunity to ask some questions of the leader of the study, Darla Cooper, Director of Research and Evaluation with the RP Group.

Were there any surprises with the results from the students you surveyed?

I guess the first surprise was that 785 students participated in 20-minute interviews over the phone—considerable involvement for a phone survey! As far as the specific results, some of the differences we found for African-American and Latino students were notable, particularly in terms of what they indicated was important to their success. These student groups placed a higher importance on the presence—or absence—of academic support like tutoring when identifying what helped them stay focused or get academically engaged. They were also more likely to report that a lack of financial aid impacted their persistence and success and to indicate that feeling valued contributed to their overall achievement (when compared to respondents overall).

Another surprise was how the students overall viewed the factors in relation to each other. Students saw having direction and staying focused as inextricably linked and frequently asked how you could have one without the other and still be successful. Participants also underscored that feeling connected and being engaged were related in such a way that either could lead to the other; feeling connected could inspire one to get engaged, and conversely, getting engaged could make one feel connected. However, one of the most interesting findings related to students’ perceptions of nurturing. It became apparent that feeling nurtured served as a catalyst for realizing the other five factors. Students often shared that when a particular teacher or counselor cared about them and their success, it made them feel accountable to that person. In turn, they were driven to find direction, stay focused, get engaged, feel connected and make a valuable contribution to their campus.

Which phase of the study is the team currently working on?

We are currently continuing to disseminate the study results through presentations at a variety of different venues. We have been so encouraged by the overwhelmingly positive response to this study and its findings. We are being asked to present at a number of colleges this fall to help kick off their efforts to improve student support and success. This summer we will be finalizing an action guide that is designed to help colleges take a fresh look at the support services they provide to students—both inside and outside of the classroom—and begin to identify and plan for improvements that help more students achieve their educational goals.

When can we expect to see information released on the next phase of the study?

We are planning to release the action guide in early fall. We are also currently working on a summary of the convenings we held in spring 2013 with the 12 colleges that participated in the survey and are planning to post that on our website this fall. This upcoming year (2013-2014) marks the final stage of the grant, and we are currently discussing the development of a primer that will share examples of how colleges, programs and individuals are helping students in relation to the six success factors and the five key themes. We are in the early stages of designing this last phase of the project, and our hope is to have the primer completed by fall 2014. Given the recent passage of the Student Success Act and the work colleges across the state are doing to respond to the Student Success Task Force Recommendations, we believe the primer could be of great use to colleges that are looking for practical guidance on how to incorporate our findings into their efforts to advance student support and achievement.

At the end of the study, will there be follow-up with the 13 campuses to see how things have improved?

We are actually planning to follow up with the colleges before the end of the study to learn about how they have been able to use the study findings and participation in the convenings to advance their efforts to improve student support and success. Our plan right now is to contact them in the fall and potentially again in the spring. One thing we are considering is including the results of this follow-up in the primer as examples of how colleges can use the information from the study. Again, we’re eager to highlight ways this research can be leveraged to facilitate ground-level action.

ACCCA is excited to follow this study and hear about the progress! For more information and to keep up to date on next phases of the study, visit the RP Group website.
**Measuring Success in California Community Colleges: A Look at New Data Sources**

As a community college administrator in California, you are no stranger to the need for measuring student success. The 2013-14 calendar has already seen major improvements in the availability of data collection with the launch of The Student Success Scorecard. Here is a brief overview of some of the data collection resources now being utilized to measure success within the California community college system.

**Student Success Scorecard**
As a result of the work of the Student Success Task Force (SSTF), the implementation of the second of four metrics has now become available. The first was the “state of the system” analysis which provided aggregate data on the system-wide impact of the Community College system with regard to annual performance, and its metrics are valuable to legislators and policy makers who need to chart the progress of the system over years.

The second tool, the Student Success Scorecard, measures individual college and student progress and success metrics, particularly how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates.

The third and fourth levels of data analysis are the Datamart and the Data-on-Demand features of the scorecard which will allow your college researcher to drill down into the various areas of aggregate data to view cross-tab data comparisons or to pull data by college for comparison purposes.

The real advantage here is that the scorecard measures performance in a clear and concise way which in turn will help administrators monitor their own progress, that of other institutions for comparative purposes to ultimately help students reach their educational goals in a more effective and timely way.

For complete documentation on the Student Success Scorecard, visit the [Chancellor’s Office website](http://www.chancellor.ca.edu/).

**CTE (Career Technical Education) Data Launchboard**
The CTE Launchboard will field-test a more comprehensive set of metrics for CTE success and develop a statewide data system so that these measures can be captured on an annual basis. The information collected will be grouped into eight categories: enrollment, support, milestones, credentials, employment, alignment, demand, and ROI. The goal will be to share information in a way that fosters inquiry and discussion and improves delivery of quality CTE opportunities.

For more information on the CTE Launchboard and the next phase of the project, please visit the [RP Group website](http://www.rpgroupsolutions.com/).

**CTE Employment Outcomes Survey**
In an effort to provide information on employment outcomes for students who have participated in career technical education (CTE) programs at California community colleges—the RP Group partnered with the Bay Area Community College Consortium (BACCC) and practitioners from around the state to develop a universally available survey methodology. This survey is based on completer and leaver surveys that have been conducted at several colleges and was tested through a pilot study in 2011-12.

The purpose of the survey is to provide insightful information for local program improvement and to collect statewide data for documentation of CTE outcomes.

If you are interested in participating in the next survey, please visit the [RP Group website](http://www.rpgroupsolutions.com/).

**Wage Tracker Research Tools**
When available, the College Wage Tracker will query the median wages of students who completed credit awards at a particular community college over a series of academic years using California Employment Development (EDD) Unemployment Insurance (UI) wage data. The outcomes will validate the value of a community college degree or certificate in more current terms, and will over time demonstrate progress in strengthening student success.

The Chancellor’s Office web site will feature this resource under its System Operations link which you can access by going to the Research and Analysis section of the web site. Currently listed on the site as “coming soon,” once available, the wage tracker feature will provide valuable data for college researchers and will assist in both strategic planning and accreditation reviews.
The most recent and definitely most successful attempt thus far, this session's effort to modify the 50% Law was ended for now as the author, Assembly member Scott Wilk, was persuaded to designate AB 806 as a 2-year bill in order to preserve it for next session. Though disappointing, this delay should not be considered a loss. In fact, what it does for the cause is to provide us with more time to work on a coordinated strategy, continue to try and encourage the opposition to negotiate, and to build on the foundation that was established this session to better prepare us for next session and the fight to come.

From the beginning, the introduction of AB 806 came as somewhat of a surprise to those of us in ACCCA and on the CFLA (ACCCA's Commission for Legislation and Advocacy). Initiated by freshman Assembly member Scott Wilk (R-Santa Clarita), who served as a Trustee for College of the Canyons, Wilk saw firsthand the difficulty his college was having staying true to an arbitrary 50% mandate in a world of smart classrooms, costly veterans' programs and elusive counseling opportunities on his campus and he decided to educate himself on the history and application of the 50% rule to find out why.

What he found, and the realization that 40 of the 72 districts in the State are now within a hair of falling out of compliance shocked him. For the fiscally fragile community college system, already battered by years of cuts, Wilk and his staff knew that this was a disaster waiting to happen and something had to be done.

With the help of COC's Chancellor Dianne Van Hook and her stalwarts Vice President of Business Services Sharlene Coleal, Controller Cindy Grandgeorge and Interim Managing Director of Governmental Relations and Advocacy, Eric Harnish, Wilk and his staff developed language to address the major inequity of the rule—to move librarians, counselors and faculty reassigned time where it belongs—to the right side of the calculation. What a concept!

What We Did

Once in print, ACCCA became aware of the bill and jumped in to assist however we could. Drawing on our own years of experience on this issue, we went back to the original agreement worked out by ACCCA and ACBO with CTA in 2008 that nearly resulted in a bill that would have enjoyed support from both faculty and administrators. From that we revisited old negotiations only to find, as did the author, that the union side of the table was no longer willing to negotiate on the issue.

Fortunately, the College of the Canyons team did an outstanding job of reaching out to scores of administrative colleagues around the state and forcefully articulating in real terms what the 50% law calculation forces colleges to do without that ultimately work against 21 of the 22 Student Success recommendations.

ACCCA joined the COC team and a task force was formed. ACBO added their vocal support and the momentum began to shift in our direction, but always uphill. Though it would have been helpful to have the full vocal support of the Chancellor's Office and the CEO Board, they made the decision not to take a position at this point in the hope that a compromise can be worked out.

The League's Theresa Tena however was of monumental assistance when it came to informed one-on-one conversations with Higher Ed and Appropriations Committee consultants. As well, numerous letters of
support for AB 806 were sent in advance of both the Assembly Higher Ed and Appropriations Committee hearings.

Willy Duncan, representing Sierra College and ACCCA, Bonnie Dowd representing ACBO, Lorenzo Legaspi, representing ACCCA and Chabot Las Positas, and Sharlene Coleal representing College of the Canyons all gave expert testimony at committee hearings and many of us stood up in hearings to lend vocal support of the measure. Kathy Hart, representing San Joaquin Delta CCD came to the Appropriations hearing to lend her support as well. The task force targeted Democrat members of the Assembly Higher Ed and Appropriations Committees for a multitude of direct visits with members and staffers, phone calls, emails and letters of support.

What Surprised Us

What was surprising was the political reality we were forced to confront and the overt tactics used to punish any committee members who didn’t vote against the bill as they had been asked to do. Not surprising that it happened, just surprising to this novice how transparent it was.

Just as surprising was the low level of understanding of the 50% calculation and why it is a problem for college operations—even some of our own administrators don’t really understand its application! Clearly, we have a lot of work to do with regard to message clarification for the next round, but I believe we made tremendous progress over prior attempts at educating others, and we were helped greatly by the now obvious link to Student Success initiatives and the fact that for once, term limits are working to our benefit on this issue. Newer legislators are prone to see right and wrong more clearly than those who have had their partisan blinders on for far too long.

What’s Next?

Next year will be the second year of a two-year cycle. While official legislative calendars have not been set for 2014, the Legislature is expected to reconvene shortly after the New Year. Deadlines are tight for two-year bills, so they will have to move quickly once the Legislature returns, and AB 806 will not have to start over, but will begin in its last committee (Appropriations) to pick up where it left off. In the meantime, our task force will continue meeting and developing the ground game for passage of this legislation next year, and we’ll need your help more than ever!

Assembly member Wilk put it this way: “Assembly Bill 806 is a bill that gives community college students greater access to counselors. We made unprecedented progress this year, and I look forward to working diligently on this important issue in the next legislative session.”

As Arnold Bray so famously said, “stay tuned!”

The Supreme Goddess (but you can call her “Goddess” for short) has been our fearless leader as ACCCA Board President for the past year, and what a year it’s been! As she sails off into the sunset, but not too far off we hope, we had the pleasure of asking her a few questions as she prepares to hand over the reins to incoming President, Willy Duncan (President/Superintendent, Sierra CCD).

“No one works harder as a volunteer for ACCCA than Miss Linda Beam,” said Susan Bray, Executive Director. “Sure, I have to take her insults and verbal abuse and yes, we are required to refer to her as the Supreme Goddess, but I’d suffer that and much more to have a volunteer of equal dedication as she has proven to be!”

In addition to serving as President this past year, Linda has also been an active member of the MDC and was coordinator of the 2012 Admin 101 program. Linda will reprise that role with the 2013 class. She’s also a repeat-Mentor, frequent presenter and is on-call to ACCCA Staff 24-7. She meets with the Executive Committee monthly to monitor activities and is head “cheerleader” for the Association. Here are a few of her thoughts as she prepares to move into the Past-President role and serve as the Associations’ representative on the Chancellor’s consultation council where she’ll meet monthly with the Chancellor, his cabinet and the consultation council in Sacramento.

In your opinion, what is the biggest advantage of becoming an active ACCCA member?
The people in ACCCA are by far the most worthwhile aspects of being an ACCCA member. Having had the privilege of being a participant in the Admin 101 program my first year as a community college administrator and meeting some of the most fabulous people EVER to becoming a Mentor have been tremendously rewarding. My mentees have taught me so much and have been such inspirations. The Annual ACCCA Conference is a wonderful place to reconnect with my colleagues and share triumphs and tribulations.

**What do you feel has been your biggest “win” as the President of ACCCA?**

I believe that the partnerships and relationships ACCCA initiated with the California Community College "Affiliate Groups" and the Accreditation Commission (ACCJC) are opportunities for all of us. Our members need to understand that we are an integrated system that relies on each other for both success and failures. These partnerships are morphing into expanded and robust professional development opportunities in making us more effective administrators.

**Is there anything you would have done differently?**

I did not foresee my job change mid-term of my Presidency. That was an unexpected and slightly discombobulating period for me. I give great kudos to the ACCCA staff for putting up with me as I transitioned from NorCal to SoCal! You ladies are the best. With this change in work locations, I do wish I could have participated more in the Sacramento legislative component of ACCCA’s advocacy efforts, i.e., AB 806.

**What words of wisdom do you have for our incoming President, Willy Duncan?**

The ACCCA staff does a great job in keeping the President informed, but the personal cost is information overload. The possibility of passing AB 806 modifying the 50% Law to be inclusive of counselors, librarians, and instructional materials is a phenomenal opportunity to correct an outdated and faulty law, while supporting the Student Success Taskforce Initiatives. Every member of ACCCA needs to learn how to influence the legislative process. Too often, we are complacent in our advocacy efforts and forget that our legislative relationships, support, and time are absolutely essential if we want to make significant changes to the way we run our colleges.

**Aside from the incredible ACCCA staff, what will you miss most about being President of the ACCCA Board?**

I will definitely miss reading Susan Bray’s questionable and humor-pained scripts during the annual conferences. I will miss being actively involved in many of the wonderful initiatives being implemented through the Management Development Committee, the Communications Oversight Committee, and the Commission for Legislative Advocacy. It’s kind of cool being in the know!

You will be missed, Linda! But don’t think we are letting you off the hook that easy; there are still commissions that need your expertise and Admin 101 is just around the corner. You will have to put up with the ACCCA staff for a little longer, and we’re pretty happy about that!

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**ACCCA Member Survey**

Special thanks to all our members who took the annual member survey. The results are being analyzed and will be reported on at the upcoming Board Retreat as well as featured in the next issue of ACCCA Reports. We will also announce the winners of the drawings for participating in the survey in the next newsletter.
Representing our CEO members:
Deborah Blue - Chancellor, State Center CCD

Chancellor Blue is a highly respected leader with over 30 years of experience in education. Her background includes a variety of instructional and administrative positions including college president at Laney College in California.

Since her arrival in Fresno, California, Chancellor Blue has assumed leadership roles in United Way, Arte Americas, and the Fresno County Workforce Investment Board to name a few. Chancellor Blue also serves at the state level as a member of the Community College League’s Legislative Advisory Board and the Commission on the Future and State Chancellor’s Office Economic and Workforce Development Program Advisory Committee.

Representing our Administrative Services Members (CBOs and HR Officers):
Mazie Brewington - Vice President of Business & Administrative Services, Antelope Valley CCD

In 1999, Ms. Brewington began her career with the California Community College System as the Business Manager for Laney College. In 2002, she moved to her first District level position in the Chabot-Las Positas Community College District as a Controller. She has more than seven (7) years of experience as a Chief Business Officer (CBO) working in the Solano Community College District, Merced Community College District and since January 2013, the Antelope Valley Community College District.

She has co-presented at the Association of Chief Business Officials (ACBO) Institute on the topic of Budget and Resource Allocation and served on three accreditation teams, including the Fashion Institute of Design and Merchandising (FIDM), West Los Angeles College (WLAC) and Kapi’olani Community College in Hawaii.

Ms. Brewington holds a MBA in Business Administration from Troy State University, and a BA in Business Administration with an emphasis in Management from Columbia College.

Representing our Student Services Administrators:
*Omid Pourzanjani - Dean of Career & Technical Education, Golden West College

Omid served as full-time faculty and department chair of Computer Science at Golden West College for thirteen years before accepting an instructional dean position in 2007. Prior to that, he served for ten years in various staff, faculty, and administrative roles at CSU, Long Beach.

Today Omid is responsible for college-wide Enrollment Management and Scheduling at Golden West College (20% time) while leading a number of statewide structural improvement projects at the Chancellor’s Office (80% temporary reassignment time).

Omid received his BS and MS degrees in Computer Science and Engineering from CSU, Long Beach, and his Doctorate in Education from UCLA.

Representing our Instructional Administrators:
Walter Jones - Dean of Counseling & Student Development, Rio Hondo College

As the Dean of Counseling & Student Development at Rio Hondo College, Dr. Jones is responsible for the professional leadership and managerial direction for Articulation, Assessment/Orientation, EOPS/CARE, CalWORKs, Career Development Center, General Counseling, Matriculation, Puente and Transfer Center.

Dr. Jones is currently the President-Elect for the African American Male Education Network and Development (A2MEND) and a board member since its founding in 2006. He has received awards from the Los Angeles City Council for Leadership and has vast experience with providing professional development and leadership capacity building to his colleagues in higher education. His doctorate from the University of California, Los Angeles (UCLA) in Educational Leadership has given him great insight into the nuances of leadership at the collegiate level.

Representing our membership At Large:
*Rose DelGaudio - Vice President of Human Resources, Long Beach City College

Rose DelGaudio was appointed as the Vice President of Human Resources at Long Beach CCD in

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2009. Before assuming the VP position at Long Beach, Rose served as the Assistant Vice Chancellor, Human Resources for the Rancho Santiago CCD from May 1997.

Rose holds a Masters of Arts Degree in Linguistics from California State University, Long Beach and a B.A. in Political Science from UCLA, and she successfully completed the Harvard Management Development Program in 1994.

Rose has significant teaching and training experience as well as involvement in numerous statewide and community professional activities and affiliations. She has made notable presentations before educators and community groups and was recognized by ACCCA in 2002 for the Volunteer of the Year Award.

*Incumbent-reelected for a 2nd term.

These individuals will join the rest of the Board for the 2013 Planning Meeting in Sacramento, June 19-21. Please take a moment to congratulate your colleagues!

New appointments also taking place at the retreat are:

Willy Duncan, ACCCA President
Jeanie Nishime, ACCCA President, Elect
Glenn Roquemore, Second Vice President
Linda Beam, Immediate Past President ■

Getting to know Dr. Keith Curry
– CEO of the Compton Community College District

ACCCA had the great pleasure of getting to know the recently appointed permanent CEO of Compton Community College District and long-time ACCCA member, Dr. Keith Curry, and we think you should get to know him too!

Definitely a leader to watch in the future, Dr. Curry served as the interim CEO of the Compton Community College District since March 2011. He previously served as the El Camino College Compton Center dean of student services beginning in 2006. He earned his doctorate in education from the University of California, Irvine, and a bachelor’s degree in American Studies from the University of California, Santa Cruz.

His professional affiliations include working with the African American Male Educational Network and Development (A2MEND) organization and the Statewide Association of Community Colleges.

Born and raised in Compton, Dr. Curry's service to the community has included volunteering as chair of the Compton Unified School District Achieving College Partnership and serving on the Compton Unified School District Foundation board.

**WHAT DO YOU FEEL HAS BEEN YOUR GREATEST SUCCESS SO FAR AS THE INTERIM AND NOW CEO OF COMPTON CCD?**

My greatest success is working collaboratively with the Special Trustee of Compton Community College District, the leadership at El Camino College, and the Vice President of the El Camino College Compton Center to continue to provide programs and services that promote student success. The greatest success for Compton CCD is that the "doors are open" at the Compton Center and students have the opportunity to receive a quality education from El Camino College. The relationship between Compton CCD and El Camino College is a unique relationship; however everyone involved is committed to student success.

Over the past year, working with the Special Trustee we re-established the Compton Community College District Special Trustee Advisory Committee, which includes community representation from each city within our District. In May of 2012, we also re-established the Measure CC Citizens’ Bond Oversight Committee, which had not met for a year. In addition, we began providing community workshops to provide updates to the community about Compton Community College District and the El Camino College Compton Center.

**WHAT CHALLENGES AND OPPORTUNITIES LIE AHEAD FOR YOUR COLLEGE AND FOR YOU AS A LEADER?**

Compton Community College District has several challenges which I see as opportunities. First, we are working with El Camino College on their accreditation activities, including the eligibility application for the El Camino College
Compton Center. The second challenge is preparing the 2013-2014 budget for Compton Community College District. This is an ongoing process that includes our partners from El Camino College, faculty, staff and students. The third challenge is student enrollment at the El Camino College Compton Center, and the need to ensure we meet our enrollment targets. The final challenge is the Compton Community College District Other Post-Employment Benefits (OPEB) liability.

As a long-time member, tell us how ACCCA has contributed to your success as a community college administrator?

I feel ACCCA is a great organization that provides professional development opportunities to community college administrators. I joined ACCCA upon the advice of Dr. Jeanie Nishime, the Vice President of Student and Community Advancement at El Camino College. It is one of the best decisions I have made in my professional career.

ACCCA conferences have provided great learning opportunities which I have applied to several areas under my purview. The budget workshops have provided me with insight and understanding of community college budgets. I believe the wealth of information made available by ACCCA has contributed greatly to my success.

What advice would you give to individuals who are up and coming in the community college system?

I have a list of 20 survival tips for administrators that I keep with me every day. Below are some of the tips I share with individuals who are up and coming in the community college system:

- Be yourself
- Be flexible
- Read everything
- Know your finances, i.e. budget
- Establish a process for decision making
- Stay organized

Congratulations to Dr. Kevin Trutna who took the “interim” tag off his title as Feather River College Superintendent/President in February. He took over for Ron Taylor in August of last year as the interim Superintendent/President as Ron took on the presidency at Merced CCD.

Dr. Trutna previously served as the Vice President for Academic and Student Services at Yuba College, Marysville, CA. He earned his Ed.D. in adult and higher education from Montana State University, Bozeman, MT with his dissertation on Characteristics of Adult Students in Introductory Calculus.

Robert Klier recently became the Associate Dean of Academic Affairs at El Camino College. Previously he served as the Administrative Intern for Student Services at Los Angeles Southwest College, where he was active in the institution’s student learning outcomes and program review accreditation work.

Prior to that, Klier was a Professor of Writing for nine years at Ithaca College where he served a member of the department’s Executive Team and its Curriculum Committee. In addition, he worked as Learning Center Supervisor at Central New Mexico Community College where he coordinated tutorial services at multiple campuses. He earned his master’s degree in English from Humboldt State University and a bachelor’s degree in English from Canisius College.

Sarah Schrader recently took a position as Controller at Yosemite Community College District.

Previously, Sarah was the Acting Associate Vice Chancellor for Finance at Peralta Community College District.

Sarah Schrader received her Bachelor of Science in Accounting, International Business, and Economics; an MBA in Accounting and Finance; and is working...
on her Doctorate of Education in Organizational Leadership. Prior to working for a community college district, she worked for a public accounting firm where she audited governmental and not-for-profit entities, specializing in community colleges and their corresponding foundations.

Dr. Frank Kobayashi has accepted the position of Dean of Natomas Center, American River College. Previously Dr. Kobayashi was the Dean of Career Education & Workforce Development at West Valley College. During his tenure at West Valley College, he brought in over $2 million in grant revenue and developed a highly successful Pharmacy Technician training program.

Dr. Kobayashi graduated from University of California, Davis with a Bachelor of Science in Human Development in 2000. In 2003, he received a Masters in Education Policy and Evaluation from Stanford University. He then went on to earn his Ed. D. in community college leadership from University of California, Davis in 2009.

Shawn Larry recently accepted a position as the Director of Human Resources with San Jose Evergreen Community College District. In his new position, he manages the core human resource functions, provides direction and support for daily operations, supervises staff, and coordinates with other programs and services related to or in support of the HR functions such as personnel policies, benefits, classification and compensation, performance management and training, recruitment and equal opportunity employment, Diversity, employee relations.

Prior to accepting his position at SJECCD, Mr. Larry worked as the District Equal Opportunity & Diversity Officer for San Diego CCD.

Shawn Larry earned his Bachelor of Arts degree in Sociology from U.C. Santa Barbara and his Juris Doctor degree from the University of the Pacific, McGeorge School of Law. He is a certified mediator; California licensed private investigator and has earned numerous human resources certifications including the highest level HR certification available, Senior Human Resources Professional (SPHR), from the Human Resources Certification Institute.

Rudolph Besikof accepted the position of Dean of Academic Affairs at Los Angeles Valley College in April this year. He was previously the Dean of Instruction at Woodland Community College.

Dr. Besikof earned his Ed.D. in Educational Leadership from UCLA in 2010. He was also the recipient of the UCLA Graduate School of Education’s Outstanding Dissertation Award.

Congratulations to all of our administrators and good luck in your new roles! If you or any administrators you know have recently moved to a new position, please email communications@accca.org and let us know! We’d love to feature them in an upcoming issue of ACCCA Reports.

June 14 – ACBO Board of Directors
June 18 – CCCT Board Meeting
June 18 – CEOCCC Board Meeting
June 19-20 – ACCCA Annual Planning Meeting and Board Retreat (Sacramento)
July 8-9 – Board of Governors Meeting
July 11 – Community College League of California Board Meeting
July 17 – Consultation Council Meeting
July 21-25 – ACCCA’s Administration 101 – Irvine, CA
ACCCA WELCOMES NEW MEMBERS!

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<td>Susan Bricker</td>
<td>Registrar</td>
<td>Ventura County CCD</td>
</tr>
<tr>
<td>Kate Alder</td>
<td>CTE Projects Director</td>
<td>Irvine Valley College</td>
</tr>
<tr>
<td>Lisa Cooper – Associate Member</td>
<td>Associate Vice President for Student Life</td>
<td>University of the Pacific</td>
</tr>
<tr>
<td>Annette Loria</td>
<td>Retired</td>
<td>Retired</td>
</tr>
<tr>
<td>Michael Kerns</td>
<td>Assistant Superintendent/VP, Student Services</td>
<td>San Joaquin Delta College</td>
</tr>
<tr>
<td>Lyndsay Maas</td>
<td>Controller</td>
<td>Santa Barbara City College</td>
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<tr>
<td>Sarah Schrader</td>
<td>Controller</td>
<td>Yosemite</td>
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</table>

If you know of a colleague that hasn’t joined ACCCA, please invite them to join today to take advantage of all the great benefits! Or if your campus would like to invite our membership coordinator to come talk about ACCCA membership, please send a message to membership@accca.org.

Santa Barbara City College Named #1 in the Nation by The Aspen Institute!

ACCCA would like to extend our most heart-felt congratulations to SBCC for being named the number one college in the U.S.! Santa Barbara City College shares the first place win with Walla Walla Community College (WA) for the 2013 Aspen Prize for Community College Excellence. As the nation’s signature recognition of high achievement and performance in America’s community colleges, the Prize recognizes institutions for outstanding achievement in four areas: Completion Outcomes, Labor Market Outcomes, Learning Outcomes and Equitable Outcomes. Keep up the great work, SBCC!

For more information on the criteria and to view the publication featuring the winners, visit The Aspen Institute website.

Admin 101

The 2013 Administration 101 class is now full. We are accepting names on a waiting list in the event of any cancellations. If they do not make it into the 2013 class, our wait-listed folks will get first consideration for the 2014 class. Please visit the Admin 101 page on the ACCCA website to put your name on the waiting list today!