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**a cooperative for the
advancement of
COMMUNITY-BASED
postsecondary education**

Mountain View College

DALLAS, TEXAS

Biotechnology curriculum connects to local employers

This fall, Mountain View College will initiate its first cohort of biotechnology students. Nineteen students who have been studying general biology and chemistry will begin taking advanced courses in molecular biology, bioethics, and cell cultures. The Mountain View College Biotechnology Program will offer students the choice of a Level I Certificate or a two-year Associate Degree Program. The program has been designed to prepare the biotech graduate for entering the workplace or for pursuing baccalaureate studies in the field. Program graduates will be prepared for entry-level positions in biotechnology, biological research and industrial laboratories.

Curriculum capped by internship

Biotech students will learn the theories of modern advances in biotechnology, molecular biology, DNA and RNA technology, and bioethics. Skills will include laboratory management and safety, laboratory operations, planning, recording, and reporting experiments, caring for equipment and living cells, cell and tissue culture, genetics, the use of pipettes, technical writing, and statistical analysis. A capstone internship during the final semester of the program will provide a transitional experience from course work to workplace. The biotechnology program will also provide foundational courses for students who would like to continue baccalaureate and/or graduate degrees.

Biologists Margo Silva, department chair, and Dr. Larry Legg, professor, have visited programs across the country to determine the best ways to modify existing labs to meet the needs of biotech students. "Across the country, we have found that biologists are putting on lab coats again in order to learn the new developments in biotechnology. The changes in our discipline are amazing, and we want our students to be on the cutting edge, abreast of the newest developments. Biotechnology is truly a marriage of academic and technical programming," says Ms. Silva.

Local employers seeking graduates

Mountain View's program has been developed to support state and local economic development initiatives which encourage the expansion of high tech companies in the region. Technical workers who have a basic understanding of cellular biology are needed to work in manufacturing plants. DNA labs need technicians to work in crime labs as well as in genetic coding labs. Technician jobs do not require bachelor's degrees, but a community college level understanding of math and biology is required. Pharmaceutical and industrial companies, medical schools, colleges and universities will provide job opportunities for students who graduate with an Associate in Biotechnology degree. ♣

Pathways to Employment Program

Overview

Central Piedmont Community College's vision is to become the national leader in workforce development. The Community Development area brings education and training to the workplace in innovative ways. Dr. Cynthia Johnston, Dean of Community Development, directed Lindsey Embrey to use the North Carolina Community College System's model, Pathways to Employment, to create a unique program to train Work First participants (North Carolina's welfare recipients) for the Charlotte area. Working in cooperation with the Mecklenburg County Department of Social Services, CPCC has developed and successfully implemented a flexible, short-term Pathways to Employment training program that provides academic, social, and job-specific instruction designed to help students enter the workforce as skilled employees within 12 to 16 weeks.

Business, organization, and agency partners

Pathways developed partnerships with local employers to assist in the development of the training program. Employers' needs were discussed, and a training program was designed to train Work First clients to meet the need for skilled workers. Strong partnerships with Carolinas Healthcare System, Presbyterian Hospital, and Med-Dent Solutions give the program credibility. These partners provide valuable opportunities for field

Having a DSS representative on the CPCC campus is crucial to a smooth running program

trips, clinical experiences, job shadowing and guest speakers. Partnerships also exist between CPCC's Pathways program and local agencies. These agencies include the Department of Social Services (DSS), United Way of Central Carolinas, Job Link, BRIDGES, Mecklenburg County Women's Commission, Charlotte-Mecklenburg Urban League, and the Women's Shelter. These agencies provide student referrals, assist with job placement, pay tuition, buy student textbooks, and provide daycare, transportation and follow-up services.

Central Piedmont has a unique partnership with the Department of Social Services. Having a DSS representative on the CPCC campus is crucial to a smooth running program:

The social worker completes the initial screening of student applicants, administers testing, completes registrations, and conducts student orientations for each program.

The social worker also provides the Pathways students with bus passes, ensures that the students' childcare is in place, issues vouchers for textbooks and materials, and handles most paperwork on campus.

The social worker serves as a liaison between the Work First clients and their individual social workers. These services help students stay in class, and that in turn improves the program's retention rates.

The partnership with the Department of Social Services led to the funding and establishment of a computer lab on campus for Work First participants in the Pathways program. This new computer lab enabled the Pathways program to expand, allowing additional students to be trained in high demand skilled jobs with a bright career future.

The partnership with the United Way of Central Carolinas has resulted in the establishment of a Scholarship Fund. The United Way awarded CPCC a \$20,000 grant for student scholarships. These scholarships provide books and tuition to non-Work First clients who would like to enroll in Pathways, but do not have the financial resources to do so.

Yet another partnership with the Charlotte-Mecklenburg Urban League created follow-up services to Pathways students who withdraw from the program. CPCC refers students to the Urban League for services in the areas of job search and substance abuse counseling.

Innovative solutions/ideas

The Pathways to Employment Program is a flexible, twelve-to-sixteen week training program that combines classes that teach basic academic and job readiness skills and provides training for jobs where skilled workers are in high demand. Students attend classes 9 a.m. to 5 p.m. Monday through Thursday, and one-half day on Friday. While in class, instructors focus on topics in human resources (employability and life skills), basic skills (reading, math, and communication skills), and

next page...

specific job skills. Areas of study include medical reimbursement specialist, hospital unit coordinator, medical office administrative procedures, heating and air conditioning, office information specialist and customer service representative.

The short-term training Pathways students receive is successful because of the integrated components of the curriculum. Students learn the specific skills they need for the job in the occupational courses. Career Skills classes not only help students who need to complete their GED but also help all of the adult learners improve their basic skills. In the Employment Readiness class, students learn to write a résumé and cover letter, how to dress for an interview, interviewing techniques, how to handle difficult questions, where to look for a job, and how to participate in career fairs. Potential employers and employment agencies are invited to make presentations to the students in class.

Outcomes/results

CPCC has demonstrated past effectiveness in meeting the work-related self-sufficiency needs of the Pathways

participants by providing instructional content of sufficient intensity and duration to make sustainable changes in the self-sufficiency capabilities of Work First clients. This effectiveness has resulted in serving 251 students in three years. Of this number, 100% were low-income, single parents, and the majority needed to improve their basic skills. Statistics include a program

Statistics include a program retention rate of 85%.

retention rate of 85%. Over 80% of the graduates started new careers within six months of graduation, and 77% of the participants no longer received cash benefits. An average wage of \$10.78 per hour allows the Pathways graduates to become truly self-sufficient.

The quality of the short-term training with its integrated curriculum, the on-site social worker, the strong partnerships with community agencies, as well as the program's retention and job placement rates make the Pathways to Employment program at Central Piedmont Community College a successful solution for workforce development. ¶

Illinois Central College
PEORIA, ILLINOIS

Illinois Central and General Motors/ASEP partnership

Illinois Central College (ICC) will offer the General Motors–Automotive Service Education Program (GM/ASEP) beginning in the fall of 2001. ICC, GM representatives, and GM dealers formally announced the program in the ICC Automotive Lab on March 14. The program is the only one offered in downstate Illinois, serving the entire state with the exception of the seven-county Chicago area. The ICC program is the result of local demand by GM dealers for qualified service technicians.

GM/ASEP is a two-year cooperative work training program to prepare students to be automotive service technicians for GM new car dealerships. Students attend eight weeks of training at ICC, where they study GM service topics; then, students work at their sponsoring GM dealership for eight weeks. The college/work rotation continues for four semesters and results in an associate degree. After completing the program, graduates will have met 83 percent of the GM training standards.

The first class of 20 students will begin the program in August 2001. When students apply for admission and are accepted into the program, they are interviewed and sponsored by a GM dealership, where they work during their paid internships. Students are responsible for program tuition, fees, required tools, and books that total approximately \$5,000 for the two years.

The GM/ASEP program at ICC joins a strong tradition of service education programs including the Caterpillar Dealer Service Technician Training, automotive technology, diesel powered equipment technology, engine power technology, and the Ford Outreach Training Center.

For information on GM/ASEP at Illinois Central College, contact Roger Donovan (309) 694-5583. ¶

JSCC develops partnership to explore new community leadership opportunities

Having the ability to work effectively and efficiently in teams is becoming an essential skill in the workforce today. Whether it is a small community organization, a Fortune 500 company, or a high school class, teamwork is becoming a substantial focus in problem-solving and completing projects, both small and large. Considerable interest focuses on preparing young people to work in today's environment. These youth will become the future business leaders, teachers, doctors, and lawyers of the future, and it is of great importance that they possess a wealth of leadership, team-building and communication skills.

Leadership programs in Duplin County

The formation of the Duplin County Center for Leadership Development (DCCLD), addressed in the Spring 2000 *COMBASE Newsletter*, focused on the lack of adult programs emphasizing leadership development. Realizing the importance of leadership, team-building, and communication, James Sprunt Community College (JSCC) continues to explore new opportunities of providing community leadership through partnerships with other community organizations. For example, JSCC is now partnering with the DCCLD and the Duplin County Alumnae Chapter of Delta Sigma Theta Sorority to provide leadership opportunities to 7th and 8th grade students at the Warsaw-Douglass Middle School.

Middle school students involved

Students participating in the program are given the opportunity, by attending two 90-minute sessions, to discover personal behavior styles using the I-Sight™ evaluation instrument. Designed specifically for youth ages 12-18, the instrument gives an understanding of behavior styles using four dimensions: D-Direct and active, I-Interested and lively, S-Steady and cooperative, and C-Concerned and correct. The first session gives the students an opportunity to discover their own personal style and discuss the outcomes of their profiles. Students are divided into groups according to

their individual style (NOTE: D's were grouped together, I's were grouped together, etc.) to discuss each dimension, how it relates to them, and how their personal behavior style can affect others. The second session separates students into different groups, allowing them to explore the similarities and differences of each dimension using team-building and role playing exercises (NOTE: Groups include one student from each of the four dimensions).

Data collected from student evaluations of the two recent sessions show that it was a very valuable experience for them and they were enlightened to learn more about themselves and others. Mr. John Caron, DCCLD Facilitator, administered the personality profile and facilitated both 90-minute sessions.

**James Sprunt
Community College
will continuously
strive to develop and
promote student
leadership
opportunities.**

JSCC partnering with high schools

This was the first experience for students in Duplin County, and James Sprunt Community College will continuously strive to develop and promote student leadership opportunities. JSCC is continuing this endeavor by partnering with the Duplin County Public Schools, under the Workforce Investment Act, to provide leadership training to selected students at the four area high schools beginning in January 2001. The

training will include sessions on personality profile, values and self-esteem, and communication and diversity. It is expected that the partnerships will open many opportunities to provide leadership development training to many students in the county and will expand to provide training to all levels and age groups in North Carolina. ♣

For more information, contact Dr. Harvey C. Hutchison, Executive Director, or Ms. LaTasha Moore, Duplin County Center for Leadership Development, Phone 910-296-2543/2544; e-mail: hhutchison@jscc.cc.nc.us or lmoore@jscc.cc.nc.us



ombase

About COMBASE

As stated in its bylaws, COMBASE is a consortium of community colleges voluntarily joined together for the purpose of sharing expertise and experience as well as identifying, validating, and employing exemplary practices in community based, performance oriented education.

COMBASE is open to additional membership and invites inquiries from institutions whose mission and goals are consistent with those of COMBASE.

An application for membership should be in the form of a letter from the chief executive officer of the institution to the president of COMBASE. Multi-college or multi-campus institutions may join as one institution, in which case there are two representatives from the entire institution, or as separate institutions, in which case each college or campus is eligible for representation.

Established in 1974 by 10 community colleges with a common interest in community-based education, COMBASE has become a leading organization in the nation with more than 50 institutions in 22 states:

The purpose of COMBASE is to identify, validate, and employ exemplary practices in community-based and performance-oriented education and to share expertise and experience through research, publications, professional development programs, networking, and other means.

Tacoma Community College
TACOMA, WASHINGTON

Tacoma goes global

Tacoma Community College has embarked on the development of programs and classes to meet ever-increasing needs of the Pacific Rim communities it serves. Currently, TCC is planning to introduce a two-year degree program in Global Business starting fall 2001. The program will incorporate internships and involve local industry representatives engaged in international trade and commerce. The program of study will focus on skills and knowledge that will be beneficial to students employed in a variety of professions and whose knowledge of international business will enhance their ability to be a more valued employee.

In addition, TCC has formed a partnership with a local banking network, Columbia Bank, offering a special certificate program in International Finance and Banking. The course addresses

- Foreign exchange currency
- Foreign wire transfers and drafts
- Cashing foreign drafts
- Import and export documentary collections
- Commercial letters of credit
- Standby letters of credit

The program has drawn interest from employees across international banking, freight forwarding, shipping lines, import and export business, and trucking companies. The six-week course is taught by Kathy Peterman, Vice President and Manager International Banking, and Joseph Timmons, Assistant Vice President of International Banking (both of Columbia Bank).

Because of the overwhelming success of the class, another program will be offered beginning April 17, 2001. Comments from student evaluations of the first class include:

“An enormous amount of information was taught in the six weeks of class. Kudos to the instructors in their lesson plans. Homework assignments were very useful in exemplifying the concepts taught in class.”

“This was one of the most applicable, useful and really interesting classes I have ever taken.”

For more information, contact M. Wayne Williams, wwilliam@tcc.tacoma.ctc.edu. ☛

Southwestern College (CA) plans for growth

Southwestern Community College, located in South San Diego County, California, is adjacent to the U.S.-Mexico international border. The college serves a diverse area of nearly 400,000 residents and 18,000 students, 83 percent of whom represent ethnic minorities and 56 percent of whom are Hispanic.

Population dictates expansion

Southwestern College is the only public institution of higher learning in South San Diego County, an area undergoing exponential growth. According to the San Diego Association of Governments, the number of households within the college district will increase by 77.5 percent by 2015, representing an increase of 75,250 new homes with an average of 3.31 persons in each home.

In order to provide access to higher education and to accommodate current and future growth, Southwestern College is engaged in the following initiatives:

Establishing an operational partnership in a shared facility with San Diego State University to provide seamless educational opportunities for South San Diego County residents to earn baccalaureate degrees without commuting to San Diego. This satellite center provides new access to higher education for students from a previously underserved area of our community. The Higher Education Center has already outgrown the facilities established in 1998. A new collaborative facility in an “educational village” to be provided by the local municipality will include additional partners, the University of California San Diego and the San Diego County Office of Education.

Creating a new collaborative “Project Synergy” to provide a full-service educational complex for secondary students, community college students, and university students. The site is Otay Mesa, an area contiguous with the U.S.-Mexico border and site of the burgeoning *maquiladora* (twin plant) industry now experiencing mushrooming population growth. Curriculum areas to be emphasized at this site include international trade, transborder education, teacher education, manufacturing engineering, and biotechnology.

By implementing a decentralized enrollment strategy at this site and the Higher Education Center in

National City, the college will continue to grow with our community without compounding existing congestion at our main campus. Project Synergy will be financed by some of the proceeds of an \$89 million bond

issue passed by the district’s voters by an impressive 70 percent margin on November 7, 2000. It was the first bond issue proposed by the college in 35 years and only the third in the college’s 40-year history.

Planning a unique educational/commercial joint venture with a commercial developer to maximize the potential of vacant college property. The project will generate a lease-revenue stream for the college to help maintain facilities and equipment for years to come and will establish an independent funding mechanism to provide relief from total dependence on the state. Most importantly, it will also provide opportunities for Southwestern College business students to intern with the commercial partners, to learn and earn on-site. ¶

***The Higher Education Center
has already outgrown the
facilities established in 1998.***

The college will continue to grow with our community without compounding existing congestion at our main campus.

Frederick Community College addresses community need for hospitality training

Michael Cappiello, who has more than 15 years experience as a business and teaching professional in the hospitality industry, is spearheading a new area of study at Frederick Community College (FCC)—hospitality services.

Frederick Community College began to offer students courses in culinary arts and hospitality management this year with courses in beverage management, food service cost control and analysis, introduction to the hospitality industry, sanitation, safety and first aid, culinary fundamentals, and food preparation. Many of the hands-on courses are offered at the Career and Technology Center, a Frederick County public school facility located on the college campus.

“The employment market in hotels, motels and restaurants is very strong locally and nationwide,” said Cappiello. “There is an ongoing need for skilled workers and professionally-trained hospitality managers in Frederick County.”

This new program was given a “jump start” at FCC through a sizable grant to the college by industry-related donors. The grant not only supports a portion of Mr. Cappiello’s salary but also provides resources for marketing and curriculum development as well. ¶

COMBASE Goals 1999–2004

COMBASE establishes the following goals in order to assist its membership in accomplishing its mission.

- Goal 1:** Develop organizational structures that allow the colleges to accomplish their mission of the full development of the individual across a lifetime, providing commitment to growth and prosperity.
- Goal 2:** Develop a governance structure where the community elects or appoints representatives of the people. This body will influence the degree to which the college accomplishes community-based and performance-based missions.
- Goal 3:** Develop a student development structure fully capable of helping students make effective decisions about their futures while fully comprehending the consequences of their choices.
- Goal 4:** Develop competency-based, performance-oriented instruction linking short term training to long term career development that would be available for the duration required. This training and development will be available when and where the employer or student will be best served.
- Goal 5:** Evaluate the organization’s climate and culture employing valid diagnostic measures. Based on this evaluation, the organization will implement actions to improve satisfaction, professionalism, development, and support services.
- Goal 6:** Assist members in providing high quality facilities, modern technology, and information networking to support student learning.
- Goal 7:** Assist members in strengthening college processes that enhance quality, demonstrate effectiveness, and ensure public accountability.
- Goal 8:** Strengthen and develop mutually beneficial alliances with public and private for-profit organizations and the community. ¶

Statement of Values

COMBASE respects the diversity of its membership and affirms the following values and beliefs:

- Commitment to the students who seek growth and development toward the goal of becoming competent workers, wise parents, and good citizens.
- Commitment to quality and improvement in our organization.
- Commitment to quality and improvement of service delivery to students and communities.
- Commitment to the faculty and staff who collectively create positive learning environments.
- Commitment to the development of the college as an effective learning organization.
- Commitment to the diverse communities of our members through the recognition of enhancing vitality and quality of life for all citizens. ¶

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COMBASE MEMBERS

American Assoc. of Community Colleges	Madison Area Technical College
Anne Arundel Community College	Maple Woods Community College
Ashland Community College	Metropolitan Community College
Borough of Manhattan Community College	Midlands Technical College
Brevard Community College	Mississippi Gulf Coast Community College
Burlington County College	Mohawk Valley Community College
Butte College	Montgomery Community College
Cascadia Community College	Mountain View College
Central Florida Community College	North Carolina State University
Central Piedmont Community College	North Central State College
Chesapeake College	Orange County Community College
College of DuPage	Palomar College
College of the Siskiyous	Piedmont Community College
Collin County Community College District	Piedmont Technical College
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Lenoir Community College	York Technical College