



**2010 METLIFE FOUNDATION
COMMUNITY COLLEGE
EXCELLENCE AWARD**

Honoring
CHAFFEY COLLEGE
CLOVER PARK TECHNICAL COLLEGE
LEWIS AND CLARK COMMUNITY COLLEGE

for excellence in promoting educational and economic advancement


**COMMUNITY
COLLEGE
EXCELLENCE
AWARD
2010**
MetLife Foundation



JOBS FOR THE FUTURE

MetLife Foundation

MetLife Foundation supports education, health, civic and cultural organizations. In education, it places emphasis on strengthening teaching and learning in public schools and on preparation for, access to and success in college, particularly the critical first year. Its long-standing commitment to community colleges includes the Community College Excellence Award and the MetLife Foundation Initiative for Student Success with the Community College Leadership Program, University of Texas at Austin. The Foundation's grantmaking is informed by findings from the annual *MetLife Survey of the American Teacher*.

www.metlife.org.



JOBS FOR THE FUTURE

Jobs for the Future identifies, develops, and promotes new education and workforce strategies that help communities, states, and the nation compete in a global economy. In nearly 200 communities in 41 states, JFF improves the pathways leading from high school to college to family-sustaining careers. JFF administers the MetLife Foundation Community College Excellence Award.

www.jff.org.

PREVIOUS WINNERS OF THE METLIFE FOUNDATION COMMUNITY COLLEGE EXCELLENCE AWARD

2008

Community College of Baltimore County, MD
South Texas College, TX

2006

LaGuardia Community College, NY
Indian River Community College, FL

2004

City College of San Francisco, CA
Community College of Denver, CO

2002

Sinclair Community College, OH
West Hills Community College, CO

NATIONAL ADVISORY REVIEW PANEL

A National Advisory Review Panel, composed of experts and practitioners in the community college field, helped design the award categories and criteria and selected nine finalists for the 2010 MetLife Foundation Community College Excellence Award.

Arleen Arnsparger, MetLife Foundation Initiative on Student Success, Community College Leadership Program, University of Texas

Diane Bosak, Executive Director, Pennsylvania Commission for Community Colleges

Richard Lee Colvin, Director, Hechinger Institute on Education and the Media, Teachers College, Columbia University

Maria Flynn, Vice President, Jobs for the Future

Richard Kazis, Senior Vice President, Jobs for the Future

Dr. Sandra L. Kurtinitis, President, Community College of Baltimore County

Dr. Terry O'Banion, Senior League Fellow/President Emeritus, League for Innovation in the Community College

Dr. Shirley A. Reed, President, South Texas College, and chair-elect of American Association of Community Colleges Presidents Academy Executive Committee

Dr. Kimberly Rogers, Program Director, Jobs for the Future

Monique Sheen, Project Manager, Jobs for the Future

Patricia Windham, Consultant, Achieving the Dream

MESSAGE FROM METLIFE FOUNDATION

Community colleges are leaders in creating opportunity for students of all ages and backgrounds and in supporting local economic development initiatives. In 2010, the MetLife Foundation Community College Excellence Award celebrates the community college mission in service to students, to communities and regions, and through innovation.

The three colleges recognized as award winners are great examples of what many colleges do and do well. Through a demanding competition for the award, with a record level of participation, they have demonstrated excellence and creativity. Chaffey College, Clover Park Technical College, and Lewis and Clark Community College show an extraordinary record of service and clear promise for the future worthy of national recognition and emulation. We believe all community colleges can recognize something of themselves in the award winners and finalists, and that they will gain encouragement and new perspectives from these examples.

At every stage, the 2010 award competition has documented that colleges are meeting the formidable and daunting array of challenges they face with creativity and purpose. Often with limited resources, community colleges are responding to, inspiring, and educating traditional college-age and adult students with widely varied needs, interests, and levels of preparation. They are also educating the expanding numbers of English language learners, the recently unemployed, and older adults making transitions in their lives and careers. Colleges are helping communities survive the loss of major employers, and they are serving new employers and entrepreneurs, playing major roles in government-supported economic recovery initiatives, and leading "local," "green," "global" economic development initiatives. Community college leaders are seeking investments, ideas, and partnerships that are assuring their colleges can preserve what is essential and best, while being responsive, flexible, and innovative in the face of changing student, employer, and societal needs.

MetLife Foundation is pleased to continue its long-standing commitment to community colleges. We applaud the outstanding examples of service evidenced by participants throughout the award competition.



A. Dennis White
President and CEO
MetLife Foundation



THE METLIFE FOUNDATION COMMUNITY COLLEGE EXCELLENCE AWARD

The MetLife Foundation Community College Excellence Award, created in 2002, honors the distinctive roles community colleges play in the education of students of all ages and circumstances and in addressing local and regional educational, social and economic needs and opportunities. In 2010, the award program recognizes strong examples of institutional progress, sustained commitments, and success—but also bold, inspiring ideas, creative thinking, and innovation that changing times and future success demand. The three awards honor different facets of the community college mission: service to students, service to communities, and service through innovation.



In 2010, the MetLife Foundation Community College Excellence Award recognizes

CHAFFEY COLLEGE in Rancho Cucamonga, California, for **SERVICE TO STUDENTS**. The college has demonstrated sustained institutional commitment to and clear strategies for helping larger numbers of students succeed through its Open Doors to Excellence initiative.

CLOVER PARK TECHNICAL COLLEGE in Lakewood, Washington, for **SERVICE TO COMMUNITIES**. The college is successfully addressing demographic and economic change in its community and region through initiatives that provide solutions and have demonstrable impact through its Brownfields to Green initiative.

LEWIS AND CLARK COMMUNITY COLLEGE in Godfrey, Illinois, for **SERVICE THROUGH INNOVATION**. The college has employed creative approaches to address a specific, distinctive local need, challenge, or opportunity through its Nurse Managed Care initiative.

A careful review process, involving a National Advisory Review Panel of experts and Jobs for the Future staff, narrowed 215 applications in stages to nine finalists for site visits, and then to the recommendation of three award winners. MetLife Foundation chose the winning colleges, announced the awards in April 2010 at the annual convention of the American Association of Community Colleges, and made a \$50,000 grant to each of the winning institutions.

The award winners shape programs around the needs of their students and the particular resources of the communities in which they are based. From an economically and environmentally challenged area of Washington state, to the urban challenges of greater Los Angeles, to the rural towns and back roads of Illinois, these three colleges have designed programs that others can learn from and adapt to their own environments. Each has integrated a successful program into the fabric of the institution, and in each community a variety of committed partners share the responsibility—and the recognition—for conceiving and implementing the initiatives.



FOR SERVICE TO STUDENTS

Recognizing sustained institutional commitment to and clear strategies for helping larger numbers of students succeed

The three finalists for Service to Students opened new opportunities and provided integrated support for a large percentage of students.

Chaffey College devised a campus-wide program to intervene with students on academic or progress probation and keep them on track toward a degree. **Florence-Darlington Technical College** in South Carolina addressed students' low math competency by creating The Math Hub for intensive, multifaceted training in the area that technical students need the most to succeed in their field.

Queensborough Community College in New York City established Freshman Academies for all incoming full-time students, giving them access to discipline-specific, personalized support toward academic success.

CHAFFEY COLLEGE

RANCHO CUCAMONGA, CALIFORNIA

“I’ve been a student at Chaffey College for a few years and was put into the Opening Doors program due to my academic standing. The program helped me rethink parts of my life and refine my educational goals. I learned valuable study skills, problem solving, and how to accommodate to my learning style and how I think. I’ve currently achieved most of the goals I set for myself, finishing some classes and looking to transfer to the University of La Verne.”

—Erika B. Lynn, Chaffey College Student



CHAFFEY COLLEGE PROVIDES DISTINCTIVE SERVICE TO STUDENTS THROUGH ITS OPENING DOORS TO EXCELLENCE INITIATIVE. Enrolling over 21,000 students on three campuses, Chaffey College has a diverse student body drawn from several communities east of Los Angeles. Faced with a growing percentage of students on academic or progress probation, Chaffey created the innovative ODE initiative in 2002 to target students with two consecutive semesters on probation who had a cumulative GPA below 2.0 and were at high risk of not graduating.

When the college launched Opening Doors to Excellence, one in five students qualified for the program. Since then, ODE has seeded a culture that encourages a high percentage of these students to enroll and has built a

proven track record. Students now recognize its direct value to their own success, and word-of-mouth buzz acts as the best possible recruitment technique.

A three-credit college success course is the centerpiece of ODE, complemented by directed learning activities and personalized counseling services. “The ODE program is now institutionalized and offers intensive counseling, innovative curriculum, and faculty and Success Center connections,” says Lori Waite, dean of the School of Counseling and Matriculation. “Chaffey College embraces the fountain of ‘open access,’ with a passionate commitment in helping students realize their dreams.”

Evaluations of Opening Doors to Excellence have been strong, with 30 percent of the program group remaining in good standing after two semesters, compared with 16 percent of a control group. Enrollment in ODE has nearly doubled since fall 2007, and the dismissal of students due to probation has declined 50 percent since 2002. During this time, the average number of credits earned by students over two semesters has increased (8.3 credits for the program group versus 5.6 credits for the control group) and the proportion of students who earned a cumulative grade point average of 2.0 or more was higher (36.2 percent versus 23.6 percent).

One of the most notable aspects of Chaffey College’s program is the high degree of stakeholder engagement in and enthusiasm about ODE, with multiple areas of the college working in complementary fashion on building strategies to keep students enrolled and thriving. Strong leadership and effective presidential transitions have provided a continuity that bolsters the entire campus, allowing an innovative program such as ODE to garner

across-the-board support. Chaffey President Dr. Henry Shannon champions the program's goals, which were set before he took the helm. "Chaffey provides open access to all students," Dr. Shannon notes, "and Opening Doors takes deliberate actions to retain students, keep them on track, and celebrate their success."

Chaffey's ODE program also highlights one of the stellar qualities of community college education: the ability to support students with challenges who might otherwise

slip through the cracks and never complete a degree. "Chaffey College is committed to assisting students on probation to develop the tools and access to the resources they need to overcome their difficulties and challenges," said Opening Doors coordinator Ricardo Diaz. This innovative strategy is one that other community colleges can replicate, and MetLife Foundation believes that targeting students on probation could be a significantly effective trend within community colleges.

2010 AWARD FINALISTS

FLORENCE-DARLINGTON TECHNICAL COLLEGE

FLORENCE, SOUTH CAROLINA

When the leaders of Florence-Darlington Technical College realized that 70 percent of its freshmen needed developmental classes in order to prepare for their college-level math courses, they were determined to find a way to turn that around. FDTC is in South Carolina's Pee Dee region, which has a high poverty rate, and the economic downturn has exacerbated economic need.

The mathematical competencies required for technology programs presented a great challenge for many students. To better address developmental needs of students in math and provide a strong base for study of technology, FDTC created The Math Hub, a center with 75 workstations. The Math Hub incorporates a hybrid methodology of self-paced and guided instruction, and access to tutors, which allows students to learn at their convenience. The college had two key goals in mind: increase student knowledge of course competencies in precurricular or developmental math courses; and increase student completion rates in all math courses. Compared with students in traditional classrooms, the rate of success in curriculum math courses for Hub students was 9.4 percent higher and the average grade on the cumulative final exam was 12 percent higher.

FDTC students have recognized the value of a space devoted to strengthening their math skills. One student commented, "If it wasn't for The Math Hub, I would not pass my math course. They help tremendously, and they fill in the blank spaces left from classroom time with the professors. Thank goodness for The Math Hub and its tutors!"

QUEENSBOROUGH COMMUNITY COLLEGE

NEW YORK, NEW YORK

Serving one of the nation's most diverse communities, Queensborough Community College has a student body that is half foreign-born and first-generation collegegoers. QCC was seeking a structural change that would reach all first-time, full-time students and enhance their chances of educational success. The first year a student enrolls in college can be a very vulnerable time, and QCC sought to provide a strong base to get these students over those hurdles.

Queensborough established six discipline-specific freshman academies that link faculty and student affairs support services to offer each student a personalized education support network. Trained freshman coordinators provide advisement, support with orientation and registration, and a bridge to other campus supports. Introductory classes build general education skills, an electronic archiving system helps students define their goals, learning communities build connections, service learning takes their learning into the community, and intensive writing courses improve writing ability across the curriculum. The goal of the academies is to double QCC's three-year graduation rate to 22.6 percent.



FOR SERVICE TO COMMUNITIES

Recognizing success in addressing demographic and economic change in the college's community or region through initiatives that provide solutions and have demonstrable impact

All three finalists for Service to Communities witnessed substantial demographic and economic fluctuations within the areas that their colleges serve and addressed them in creative ways. [Clover Park Technical College](#) in Washington state combined an environmental mitigation training program with the need to retrain a mature workforce into new industries. [Forsyth Technical Community College](#) is addressing permanent job loss in its region by attracting resources and building partnerships to educate a biotechnology workforce for the future. When decreasing population raised local concern, [North Iowa Area Community College](#) opened its Entrepreneurial Center to spark new business and employment opportunities as a strategy to encourage more people to stay in the community.

CLOVER PARK TECHNICAL COLLEGE

LAKESWOOD, WASHINGTON

“It is a testament to our remarkable partnership that over 50 individuals participated either directly or indirectly in the MetLife Foundation Community College Excellence Award site visit. As meaningful as the recognition is, what I find equally compelling is the opportunity this provided us to reflect upon the importance of our service to the community through the Brownfields Job Training Initiative. It is a reminder that our nation’s two-year colleges play a vital role in economic recovery and revitalization.”

— Dr. John W. Walstrum, Clover Park Technical College President



CLOVER PARK TECHNICAL COLLEGE IS RECOGNIZED FOR ITS DISTINCTIVE BROWNFIELDS

TO GREEN INITIATIVE. After the Tacoma-Pierce County Health Department identified 400 sites where contamination threatened the local water supply, the city of Tacoma called for a public-private partnership to protect and preserve the area’s healthy environment. Clover Park Community College responded with the Brownfields program to train a workforce specializing in environmental mitigation. Brownfields are abandoned, idled, or underused industrial and commercial properties where expansion or redevelopment is complicated by actual or suspected environmental contamination.

What sparked Clover Park to act were the realities of an aging workforce, including many who were postponing retirement due to harsh local economic conditions and a significant number of returning soldiers and veterans. The college sought an avenue to prepare these workers for future workforce opportunities. While the goal of the environmental cleanup was to make the area attractive to development, the college used it to simultaneously train low-income, low-skilled unemployed and underemployed individuals for these career-focused jobs. The Brownfields program is a model economic development partnership rooted in community engagement, with the ultimate goal of environmental justice.

A strong, integrated partnership among Tacoma, Clover Park Technical College, and the Metropolitan Development Council developed the Brownfields initiative. The city provides employer incentives and fiscal management for federal grants; the college provides no-cost training on campus; and the Metropolitan Development Council provides case management and wraparound support services to participants. This service-oriented, community-based, social-justice-inspired partnership epitomizes MetLife Foundation’s vision for the Service to Communities Award. It also garnered three consecutive U.S. Environmental Protection Agency Brownfields Job Training grants, which helped leverage over \$600,000 from other funders.

After completing the Brownfields program, over 70 percent of the participants were placed in jobs paying family-sustaining wages, and 20 percent of participants went on to enroll in other college courses. Those

impressive results paved the way for the Brownfields initiative to receive a 2010 federal stimulus grant of \$500,000 to train 200 more low-income residents in environmental clean-up and green construction jobs. Of those residents, 31 percent are over 50 years old and 22 percent are veterans.

Students not only gained expertise in a new field that could add stability to their work lives, but they felt invested in the environmental recovery of their community. "My first instinct was, 'Hey, I can make more money doing this.' Then, once I got in the class, I realized there was more to it than just making the money," says Earnest Sanders, one of the over-50 students who

enrolled at Clover Park. "You get to learn how to help your environment; you get to learn how to live more earth-friendly. That was a big part I didn't think about until I joined the class."

Not every community has the same mix of issues as Tacoma, but the strategies and techniques the college tested in the Brownfields program are replicable in many places. More and more community colleges are paying attention to ecological projects and green awareness and seeking to create similar sustainable future programs. The Brownfields program has many characteristics worthy emulation.

2010 AWARD FINALISTS

FORSYTH TECHNICAL COMMUNITY COLLEGE

WINSTON-SALEM, NORTH CAROLINA

Located in North Carolina's Piedmont Triad region, Forsyth Technical Community College recognized the need for a major shift in its workforce training programs. In ten years, 30,000 jobs were lost in the region's three main industries: textiles, tobacco, and furniture. The U.S. Department of Labor's High Growth Job Training Initiative selected FTCC as one of five community colleges to house the National Center for the Biotechnology Workforce, all of which are located in economically challenged areas.

FTCC uses the region's economic development plan as a guide in creating programs to retrain large numbers of workers and support the growth of the region's expanding biotechnology. The college established an internship program that prepares students for research and development jobs in the area, partnering with the Wake Forest University Medical Center to train technicians for its 500 biomedical research labs that employ over 1,600 scientists. Also, under an arrangement with the University of North Carolina, FTCC graduates can transfer their two years of credit toward four-year degrees.

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

The population of north Iowa has declined considerably since 1990. Recognizing the need to create employment opportunities that give residents a reason to stay put, North Iowa Area Community College established the John Pappajohn Entrepreneurial Center and began to cultivate a deeper community understanding of entrepreneurship. While community colleges have had significant success in this realm, NIACC's program stands out as a model that blends the components in a community-centered and empowering way.

The Entrepreneurial Center developed a curriculum, established funding mechanisms to facilitate loans, and built opportunities for women, people of color, and people with disabilities to start their own businesses. Beginning early, the Entrepreneur for a Day program introduces students in K-12 classrooms to the concept of self-employment. In addition, students and faculty created a marketplace on campus for businesses to sell their goods and services tax free. New business starts increased each year except 2009, with an average of 39 per year and a high of 48 in 2008. New job creations have averaged 146 per year since 2005. These results are meaningful and impressive, and particularly during the nation's worse recession in decades.



FOR SERVICE THROUGH INNOVATION

Recognizing a community college that has employed creative approaches to address a specific, distinctive local need, challenge, or opportunity

Community colleges are intimately tied to their local environments, and solutions to local challenges must be tailored to the specific needs and changing situations of the populations the colleges serve. The three finalists for Service Through Innovation created programs that responded to deep-seated significant changes in their service areas. [Erie Community College](#) addressed the high prevalence of noncustodial fathers who were not advancing through the education system and therefore less able to contribute to the financial care of their children. The increasing discrepancy between health care services for rural and non-rural community members inspired [Lewis and Clark Community College](#) to enhance a nursing program that opens up employment opportunities and improves access to health care. [Northern Virginia Community College](#) altered its regional workforce development strategy and created a partnership model linking nonprofit job training programs and community college teaching.

LEWIS AND CLARK COMMUNITY COLLEGE

GODFREY, ILLINIOS

“ We are on the front lines of health care, filling in the gaps in service, supplementing not supplanting the health care network provided by the hospitals, physicians and clinics in our community, creating an interconnected web of health care providers who meet the needs of the patients in the communities we serve.”

—Barbara Van Walleghe, a graduate of Lewis and Clark Community College’s nursing program and participant in the Nurse Managed Center.



LEWIS AND CLARK COMMUNITY COLLEGE PROVIDES DISTINCTIVE SERVICE THROUGH INNOVATION IN ITS NURSE MANAGED CARE PROGRAM.

L&C, in southwestern Illinois, observed a severe lack of access to health care in the rural areas it serves, a lack that had a major impact on the long-term prospects of residents. Obesity, substance abuse, suicide, and many chronic illnesses that are preventable with regular primary care and education were some of the top health issues locally. This prompted L&C to seek ways to improve access to health care and simultaneously build training and employment opportunities in health care occupations.

The cornerstone of the response is the Nurse Managed Center, a clinic run by the nursing program and providing low and no-cost health care to surrounding communities. Nurse practitioners staff the clinic, and students in nursing, exercise science, occupational therapy assistant, therapeutic massage, and dental hygiene gain a service-oriented clinical experience while taking classes. The program provided 9,740 client encounters in the first two years, far surpassing expectations and demonstrating the intense need for the services. Along with the on-campus clinic, the program has expanded to include a 40-foot long mobile health unit that reaches clients living in remote areas.

Brittany Buchanan, a second semester nursing student, found her work on the mobile unit invaluable: “Last semester I went on the mobile clinic with my clinical group to give flu shots. It was great practice for me to give injections. The community loves the idea of the Nurse Managed Center, and I personally would love to take part in it again.”

Lewis and Clark President Dr. Dale T. Chapman speaks proudly of the center established at the college and wants to see its model replicated in many communities:

Lewis and Clark was the first community college to operate a nurse managed center, and four years later we remain the only community college operating a nurse managed center. We would like to see that change, and are working to spread the news about how to replicate this model throughout the nation to better position community colleges to take the lead on providing health care in the communities they serve.

While L&C was the leader in creating the Nurse Managed Center, a huge strength to the program is the invaluable participation of at least 30 community partners, with tremendous support from school districts, county governments, health departments, hospitals, Head

Start, and other agencies. The center has achieved wide recognition in the state, with awards from the Illinois Rural Health Association, the Illinois Nurses Association, and the Illinois Council of Community Colleges.

2010 AWARD FINALISTS

ERIE COMMUNITY COLLEGE

BUFFALO, NEW YORK

Erie Community College serves the area in and around Buffalo, New York. Fewer than 20 percent of residents hold a college degree, and almost 30 percent live below the poverty level, one of the highest rates in the nation. Realizing that one in four children under 18 is raised with little or no presence of a father, a fact that can have numerous detrimental effects upon children and a family, the college established the DADS program.

With an emphasis on education and job training for fathers, the intervention strategies of DADS centers on GED completion, job skills development, career counseling and job placement. By strengthening the fathers' ability to increase their earnings, overcome employment barriers, and pay child support, participants could contribute more toward building the future of their children. After two years, 67 percent of program participants were paying child support. The college is exploring developing a parallel MOMS initiative.

NORTHERN VIRGINIA COMMUNITY COLLEGE

ANNANDALE, VIRGINIA

Northern Virginia Community College—NOVA—has set its vision on igniting educational and employment change in its region through an innovative program: The NOVA Way Initiative. The far-reaching goals are to boost the college rate of historically underrepresented populations, increase high-wage employment for 25,000 people, and double the annual earnings of 5,000 low-income families. High expectations, indeed, for the nation's third largest community college, but NOVA's Co-enrollment Training Partnership has all the hallmarks of a program that can fulfill that promise.

By linking nonprofit training programs with community college coursework, NOVA has realigned the region's workforce development system to bridge the needs of low-income target populations with employers' needs for a trained workforce. By developing a unique business model that channels federal and state financial aid to the nonprofit training organizations, NOVA has created a strategy that could serve as a model for other institutions. Early successes include: a 93 percent completion rate for the five-month course of study, full-time employment for 80 percent of participants within six months, and an average 25 percent pay increase for those employed before the program.

For more information about MetLife Foundation Community College Excellence Award
Winners and Finalists:

CHAFFEY COLLEGE, RANCHO CUCAMONGA, CALIFORNIA

Award for Service to Students

www.chaffey.edu

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CLOVER PARK TECHNICAL COLLEGE , LAKEWOOD, WASHINGTON

Award for Service to Communities

www.cptc.edu

Grants Development Coordinator: Brandon Rogers, brandon.rogers@cptc.edu

LEWIS AND CLARK COMMUNITY COLLEGE, GODFREY, ILLINOIS

Award for Service through Innovation

www.lc.edu

Dean of Health Sciences: Donna Meyer, dmeyer@lc.edu



JOBS FOR THE FUTURE

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