On behalf of the NCCHC Board of Directors, may I extend a warm and sincere greeting as we enjoy February 2009 – still a New Year! Your council has wrapped up 2008 successfully as we held our 13th Annual Leadership Symposium in Fort Worth, TX. Thanks to Dr. Elva Concha LeBlanc, past NCCHC president and president of the Northwest Campus of Tarrant Community College, who served as symposium Chair. The symposium program was true to our NCCHC values and included presentations on leadership, education, collaboration, as well as equity and inclusiveness. We had an outstanding symposium and I thank all those who participated as presenters, exhibitors, sponsors, and participants!

NCCHC continues to be proud of our mission of increasing the number of successful Hispanic leaders in America’s two-year community and technical colleges. It is obvious that our task continues to be formidable, however NCCHC has made a difference in the leadership development of many Hispanic leaders and we will continue this charge with ganas (can-do attitude)!!

As I begin my first full semester in a new presidency at Hennepin Technical College in Minnesota, it is reassuring for me to know that our two-year professional network is strong and that the many colleagues that we have developed through NCCHC have the willingness and expertise to support us in meeting the challenges that we face. NCCHC is working diligently to increase our membership by reaching out to colleges that are experiencing rapid Latino student growth. Our organization continues to thrive to be the premier organization for Hispanic leadership development in the two-year college sector - si se puede (yes, we can)!!

NCCHC is collaborating with AACC’s other councils committed to equity and inclusion by presenting a pre-conference session in Phoenix in April on Shattering the Stained-Glass Ceiling. Please look for details on the AACC conference website.

As we look beyond to NCCHC’s 14th annual Leadership Symposium that will be held for the first time ever in Miami – I thank Miami Dade College, who will be our local sponsor. The symposium’s dates are September 24 – 26, 2009. More information can be found on NCCHC’s website.

I continue to look forward to 2009 with a sense of enthusiasm and energy as we work together to solve the challenges that we all face in these times of crisis. However, the changes that are occurring in our nation’s capital – certainly engender the esperanza y animo (hope and vigor) – to keep on going!!

Me despido con mis mejores deseos para nuestro futuro (I send best wishes for our future),

Cecilia Cervantes, Ph.D.
NCCHC, President
Held September 28-30, 2008 at the Renaissance Worthington Hotel in Ft. Worth, TX, the 2008 NCCHC Leadership Symposium had a theme of “Embrace & Lead Change: Hispanics in Leadership Roles!” Close to 120 attendees took advantage of general sessions, informative breakouts, exhibits and networking.

Some of the highlights included:

- An opening session on the “Presidential Election and Latino Issues: Immigration & Education,” an issue critical to all of us and an invaluable luncheon panel discussion on the “Principles of Leadership: Navigating the Sometimes Treacherous Administrative Waters” with panelists Dr. Leonardo de la Garza, Chancellor, Tarrant County College District, Dr. Maria Sheehan, President, Truckee Meadows Community College and Dr. Wright Lassiter, Chancellor, Dallas County Community Colleges.

- An art exhibit featuring TCCD faculty and staff and, for the first time, an NCCHC bookstore featuring the latest leadership books and the TCCD cookbook.

- A rooftop welcome reception overlooking downtown Ft. Worth and the Capitol Building with background guitar music by Michael Dailey (a TCCD faculty member). The weather was perfect!

- Celebration as nine Fellows candidates and Maria Sheehan, recipient of the Outstanding Latino/a CEO Award, were acknowledged at the Awards Dinner. Incredible entertainment provided by the Latin Express Band for those who danced the night away!

- On closing day we focused on “The Politics of Running a Community College” with panelists Dr. Wilfredo Nieves, President, Middlesex Community College, Dr. Rosa Perez, Chancellor, San Jose/Evergreen Community College District and Randal Okamura, Board Chair, San Jose/Evergreen Community College District and “The Road to Success: Developing the Talent” presented by Dr. Miguel Guajardo, Assistant Professor, Texas State University – San Marcos.

- A total of 24 breakout sessions focused on a variety of leadership topics.

Some of the comments we received from participants include:

- All of the programs were “value added” and they were relevant pro-
grams which I could bring back to my campus. It was a great experience and a wonderful program.

• The best feature of the Symposium is that it is an intimate gathering with other Latinos primarily so that we can share experiences, solutions and re-engage in the knowledge that we are supported and that we can make a difference.

• The conference was a good mix of workshops and time to network with each other.

• One gets a great feeling of pride to see the increasing number of high level Hispanic educators and to see so many at one time is awesome. The sessions had an incredible feeling of Familia!

• Continue to have excellent speakers and workshops that provide information in so many areas of interest.

We appreciate the participation of our sponsors. Their participation allows us to keep the costs down for our members and help fund special projects. Please take a look at the list included with this newsletter and consider using their services in the future and as appropriate.

We hope to see you at the 14th Annual Leadership Symposium, September 24-26, 2009 at the Hyatt Regency in Miami, FL. Start making your plans now!

We Thank Our 13th Annual Leadership Symposium Sponsors for Their Support

Presenting
• USDA

Platinum
• Dallas County Community Colleges
• Maricopa Community Colleges
• RBC Capital Markets
• Tarrant County College District

Gold
• Curiale Dellaverson Hirschfeld & Kraemer, LLP
• San Joaquin Delta College

Silver
• Community College Week (in kind)
• Fielding Graduate University
• Hispanic Outlook in Higher Education (in kind)
• Hostos Community College
• Latinos in Higher Education (in kind)
• Mountain View College
• Oxnard College

Bronze
• Cerritos College
• Institute for the Study of Transfer Students
• Oklahoma City Community College
• Pima Community College
• San Bernardino Community College District
• San Jose/Evergreen Community College District
• ZogoTech

Break
• Bickerstaff Heath Delgado Acosta LLP
• North Lake College
• Rio Hondo College
NCCHC Leadership Fellows Program 2008 Cohort

David Asencio, Dean of Student Affairs, Broward Community College, FL

As a first generational Latino college student, born and raised in West Harlem in New York, whose conditional acceptance into a four year institution was through an educational opportunity program, I know full well the importance and impact an education can have on a person’s growth...I believe that this type of professional development opportunity will provide me with the critical training necessary to help refine my philosophy and inform my practice as an emerging leader.

Vitaliano Figueroa, Director of Student Life and Leadership Development, College of South Nevada, NV

After being in the field of education, I have discovered that my dreams, talents, skills, vision, and career aspirations all point to one thing: presiding over a welcoming, academically dynamic, productive community of staff and students; I believe that becoming a president will one day be the natural next step.

Mozella Garcia - Director, Student Success Center, Dona Ana Community College, NM

I have been in academia since 1983. It was not until after I selected my doctoral dissertation topic that I learned the relevance of my personal first-generation Hispanic and professional higher education experience and understanding minority student barriers in college. Unfortunately making changes at an institution, to assist this growing population, does not start with being a dedicated employee; rather change comes from those fortunate to hold top-
level management positions. Therein, my career aspiration is to be one of those top-level administrators.

Francisco Luna, Director, Alumni, Development and Scholarship Relations, Phoenix College, AZ

I feel fortunate on two counts: to be the first in my family to complete a graduate degree but moreover, to be a first generation Mexican-American with a graduate degree. As a result of my good fortune, I believe it falls upon me and other who have been afforded the opportunity of access to higher education, to utilize the knowledge we have learned for the betterment of society. To that end...my educational philosophy is driven by a social responsibility to serve the role of advocate and steward for the academy by encouraging students of all ages to pursue higher education.

Rose Martinez, Project Director, Diversity and Community Engagement, University of Texas at Austin

Crafting a higher education system not predicated on the expansion of social, racial, or economic levels of stratifications, but on equitable opportunities for the exchange of knowledge and opinions by diverse groups of people is what defines my educational philosophy. Above all, the core values of my educational philosophy include seeking the truth and striving to build and educate diverse communities to live peacefully, act respectfully and think globally.

Jean Morciglio, Executive Director, Extension and Community Education, Lansing Community College

I see myself in the future advocating for community college students. While I aspire to a presidency, it is for the purpose of making understood the urgent message that community colleges make a difference in this country. Whether advocacy is done through a presidency, or policy development, or some other role, is not as important to me as whether I can help to keep the community college mission alive. In summary, I see myself as an educator who will tell the story of community college students and who will help community colleges become institutions that address the challenges that face this nation.

In my opinion, pragmatism represents the essence of professional and occupational education from the sense that out this practical approach to education, a new educated person can emerge who will be able to make a better life for themselves and their dependents through their newly acquired education. As a future leader, I am willing to do whatever I can to prepare for the future role of college president and to learn from everyone that has something to share.

Robert Vela, Jr. Dean of Student Affairs, San Antonio College, TX

My ultimate career aspiration is to become a community college president in the near future. I believe that my substantial experience in preparing students for higher education and teaching students from non-traditional and diverse backgrounds to be successful in college have contributed to their understanding of personal, academic and career success. Furthermore, my academic preparation in educational leadership and counseling, along with my knowledge of student development will help to make my career aspiration a reality.

2009 NCCHC Leadership Symposium

Plan now to join us in beautiful and sunny Miami, Florida for the 2009 NCCHC Leadership Symposium that will be held on September 24 - 26, 2009. The theme for the Leadership Symposium -- “Diversity: Our Vision, Our Value - Growing Latinos in Leadership Roles” -- is reflective of NCCHC’s mission to increase the number of successful Hispanic leaders in America’s community colleges through leadership development and is linked to AACC’s 2009 Convention theme. Miami-Dade College will serve as the primary host for the Leadership Symposium and college officials and our committee members are already planning some exciting and informative speakers and sessions. The symposium hotel will be the Hyatt Miami. For more information, please visit the NCCHC web site at www.ncchc.com.

Sponsorship, exhibitor and advertising opportunities are posted on the website. The Call for Proposals is now open. Go to the website by May 15, 2009 to complete the online proposal form.
By Desiree Zerquera

According to most recent estimates from the Pew Hispanic Center, there are 11.9 million undocumented immigrants living in the United States (Passel & Cohn, 2008). Undocumented immigrants (also referred to in literature and policy debates as unauthorized or illegal immigrants) are individuals living in the United States who immigrated illegally, obtained illegal visas, or have immigrated legally but overstayed their visas. Although children of undocumented immigrants attend K-12 public schools freely based on the 1982 court decision Plyer v. Doe, the challenges in obtaining higher education after high school graduation intensify increasingly (Drachman, 2006). It is only in the past decade that states have begun adopting policies to try and accommodate the higher education needs of these individuals. Currently, 11 states offer in-state tuition for undocumented students (California, Illinois, Kansas, Oklahoma, Nebraska, New Mexico, New York, Texas, Utah, and Washington).

As the primary provider of access to higher education to underrepresented students and Hispanic-Latinos in particular, community colleges play a pivotal role in providing education to undocumented individuals. There is a great amount of emerging literature focusing on undocumented students and policies surrounding their educational opportunities in higher education. The following articles were selected as they offer various perspectives on the issue of undocumented and higher education, from policy, state, institution, and individual viewpoints.

Sources:

Guatemalan and Salvadoran immigrants have unique immigration experiences in the United States due to the role the U.S. has played in political conflicts in their countries and their blurry and instable immigration categorization. This article considers how immigration policies and the uncertain legal status of certain Guatemalans and Salvadorans in the United States shape the educational experiences and educational aspirations of these immigrants, who are relegated to “uncertain legal spaces” (p.181). The qualitative, multi-year study was conducted in the Phoenix, AZ area and consisted of 34 adults and their friends and families, and recounts the personal stories of these individuals. The study participants identify circumstances in addition to their legal status, such as financial constraints, family separations, and demands from relatives back in El Salvador and Guatemala, which worsen the effect that their legal statuses have on their educational aspirations. Although they highly value education, from their uncertain legal positions they cannot receive the perceived benefits of it.


In 2004, Kansas became the eighth state in the nation to grant in-state tuition to the children of illegal immigrants with the passage of Kansas House Bill 2008, despite high levels of opposition towards undocumented immigrants and a less than 10% Hispanic-Latino resident population. This article examines the bill’s success by attributing it to political framing by the bills’ advocates as an issue of access to educational opportunities for children, an issue highly supported by Kansan politicians and appealing to legislators and constituents. In doing so, the discussion surrounding the bill was freed from the cultural rhetoric common to immigration policy debates and could appeal to broader interests. The authors used mixed-methods in order to conduct a comprehensive study of the proceedings and ways in which legislator’s votes were influenced. They conclude with an analysis which stresses the importance of framing debates with emphasis on cost-benefits and the significance of framing in-state tuition policy benefits locally within the state and not based on national immigration policy.


This study examined enrollment characteristics of undocumented students in Texas community colleges in order to determine the relationships between the total enrollment of undocumented students and that of Hispanic students as well as community college size. Not surprisingly, they found a strong relationship between enrollment of undocumented students with both institution size and enrollment of Hispanic students. The authors concluded by supporting previous research findings which point to the tendency of undocumented immigrants to concentrate in particular states and major cities. They also suggest that undocumented students may choose institutions with large Hispanic enrollments for invisibility out of fear of being investigated and deported.


In this policy analysis, the effects of in-state tuition policy for undocumented students is examined in order to determine its impact on college enrollment and educational attainment for Mexican young adults, as well as the possible adverse effects this policy may have on U.S.-born adults. Due to the difficulty in identifying undocumented students from a large data set, students who were “most likely” to be undocumented were identified based on certain research-supported characteristics. Enrollment and educational outcome trends, as defined by attainment of an associate degree.
or higher, were analyzed. The study’s findings suggest an association between in-state tuition policies for undocumented students and increased college enrollment and educational attainment for the identified group; however is not a substantial enough increase in order to narrow the gap in college education between undocumented students and others. The author suggests other conditions which may pose as hindrances, including financial limitations, high school diploma requirements, and uncertainty regarding status. Moreover, the study found the policy to have a negligible adverse effect on the educational outcomes of native students, but contrarily caused a small increase in their educational attainment.

Desiree Zerquera is a doctoral student at Indiana University studying Higher Education and Student Affairs with a minor in Educational Inquiry Methodology. She holds a graduate assistantship in the Office of the President of Indiana University. She received her bachelor’s degree in mathematics and master’s degree in Educational Leadership with a Higher Education concentration, both from the University of Florida. Desiree’s research interests surround community colleges, Hispanic-Latino students, transfer, access, and equity.

Discounted AACC Convention Registration Fee for Council Members

AACC provides a discounted convention registration fee for members of AACC’s affiliate councils. In 2009, members of councils are eligible for a flat Council Group Rate of $450 each (Base rate is $597) for the AACC 89th Annual Convention in Phoenix, Arizona, April 4-7, 2009.

As NCCHC is responsible for collecting the specially coded registration forms, please complete the enclosed form and forward it to the address/fax indicated by February 28.

Registrants receive access to all convention programs that are not ticketed, a complimentary beverage ticket to the opening reception, and access to the Academic Marketplace exhibit hall, and all events in the hall. Tickets for the Presidents Academy Hail & Farewell Luncheon, the Gala Reception/Dinner Honoring Outstanding Alumni, and the Brunch on Tuesday are additional. Full payment must accompany the registrations (via check or credit card only).

If you have questions about the convention or the registration process, email AACC Staff Directly: Delinda Frazier (dfrazier@aacc.nche.edu) or Mary Ann Settlemire (msettlemire@aacc.nche.edu).
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NCCHC Calendar

AACC Convention - Phoenix, AZ
April 4-7 2009
NCCHC Board Meeting - 4/4
NCCHC "Latin Rhythms Reception -
4/5
NCCHC Exhibit Booth - 4/4 to 4/6

NCCHC Board Retreat
June 12-13
Marriott San Jose & SJECCD,
San Jose, CA

NCCHC 14th Annual
Leadership Symposium
September 24-26
Hyatt Regency, Miami, FL

ACCT Annual Congress
October 7-10, 2009
San Francisco, CA
COUNCIL REGISTRATION FORM
American Association of Community Colleges
89th Annual Convention
April 4-7, 2009 • Phoenix, Arizona

Name of AACC Council ______ National Community College Hispanic Council (NCCHC)

INSTRUCTIONS: Form must be accompanied by check (payable to AACC Convention) or complete credit card information. Purchase orders cannot be accepted. Form must be mailed to THE COUNCIL, NOT AACC, in order to get the AACC Affiliated Council member discount. The Council will send forms to AACC in a batch, postmarked no later than March 2, 2009. This special discount is only available until March 2 and only through your Council.

Mail to: NCCCHC, PO Box 1057, Valley Springs, CA 95252 or Fax to 209-786-5114

ATTENDEE INFORMATION
Each registrant must complete a separate registration form. Photocopies permitted.

First Name Last Name Nickname for Badge (not Dr., Ms. or full name)
Job Title College/Organization
Street City State/Country (other than U.S.) Zip/Mail Code
Phone Fax Email (cannot be processed w/o email)

SPOUSE INFORMATION
Complete only if paying Spouse Registration Fee. Only registered spouses receive a badge, tote and other materials.

First Name Last Name Nickname for Badge (not Dr., Ms. or full name)

AACC AFFILIATED COUNCIL RATE: $450
(Not available after March 2, 2009)
The AACC Affiliated Council Rate entitles the registrant to attend all open meetings and the exhibit hall (Academic Marketplace). Meal functions are extra and payment should be included for the lunch, dinner, or brunch since meal tickets may not be available on site. Send registration to your COUNCIL, NOT AACC, so it can be postmarked to AACC by March 2, 2009. No exceptions will be granted. After March 2, you must register at the higher fee posted on the AACC Web site. Please complete a separate registration form for each registrant.

TICKETS
(Tickets are not usually available on site and are not included in the Base or Daily Rates. One ticket for each is included in the Package Rate)

☐ PRESIDENTS ACADEMY HAIL & FAREWELL LUNCHEON (Saturday).....$40
☐ GALA RECEPTION/DINNER (Monday).....$75
☐ BRUNCH (Tuesday).....$38

PRECONVENTION WORKSHOPS
(Space may not be available on site. Convention registration is required to register for a workshop.)

A. NEW CEO INSTITUTE: HIT THE GROUND LEADING
Sponsored by AACC Presidents Academy with scholarship support from SunGard Higher Education (Friday and Saturday).....$150

B. INTERVIEWING FOR THE PRESIDENTSHIP AND PREPARING TO WORK WITH AND FOR A BOARD OF TRUSTEES
Sponsored by ACCT (Friday & Saturday).....$200

C. ORGANIZATIONAL DEVELOPMENT IS RESOURCE DEVELOPMENT
Sponsored by CRD (Friday).....$200

D. TAKING CARE OF BUSINESS: WHAT EVERY PRESIDENT NEEDS TO KNOW
Sponsored by AACC FLI & CCBO (Saturday).....$200

E. FACILITIES PLANNING, FUNDING & CONSTRUCTION--WHAT EVERY PRESIDENT NEEDS TO KNOW
Sponsored by AACC FLI & Jacobs Carter Burgess (Saturday).....$200

F. LEVERAGING DATA IN STRATEGIC PLANNING: BUILDING INSTITUTIONAL CAPACITY
Sponsored by AACC FLI/CCRC, Columbia University; Datatel (Saturday).....$200

G. THOUGHTS & CLUES FOR ASPIRING PRESIDENTS
Sponsored by Gold Hill Associates (Saturday).....$200

H. MOVING STUDENTS FROM DEVELOPMENTAL MATHEMATICS COURSES INTO TECHNICAL PROGRAMS
Sponsored by AACC & NSF (Saturday).....$200

I. BREAKING THE STAINED GLASS CEILING
Sponsored by NAPIC, NCCHC, and NCBA (Saturday).....$200

SPOUSE PACKAGE: $228
(All March 2: $228)
☐ Convention Registration
☐ Exhibit Hall Event Tickets
☐ Presidents Academy Hall & Farewell Luncheon Ticket
☐ Gala Reception & Dinner Ticket
☐ Tuesday Brunch Ticket
☐ Access to Exhibit Hall (Academic Marketplace)

SPOUSE BASE: $127
(All March 2: $127)
☐ Convention Registration
☐ Exhibit Hall Event Tickets
☐ Access to Exhibit Hall (Academic Marketplace)

Additional Tickets
Number Cost
x $40 $...
x $75 $...
x $38 $...

Preconvention Workshops
A. x $150 $...
B. x $200 $...
C. x $200 $...
D. x $200 $...
E. x $200 $...
F. x $200 $...
G. x $200 $...
H. x $200 $...
I. x $200 $...

Total $...

CANCELLATION AND PRIVACY POLICY:
Cancellations must be in writing to AACC Convention, One Dupont Circle, Suite 419, Washington, DC 20036. If postmarked by March 20, fees will be refunded minus $90.00 (spouse and registration cancellation fee is $50.00). After March 20, no refunds will be given. Approved refunds will be mailed or credited after May 31, 2009. The AACC Privacy Policy is available on the AACC Web site.

PAYMENT INFORMATION
☐ Check enclosed (payable to AACC Convention) Credit Card: ☐ Visa ☐ MasterCard ☐ American Express
Card Number: ____________________________________________________________________________ Exp. Date: __________ Name as It Appears on Card: ____________________________________________________________________________

Signature: ________________________________________________________________________________