

← ELEVEN UPDATE



Two Heads ARE Better Than One!

Partnerships – A Key to Student Success!

- Commission XI Chair Jennifer Wimbish reminds us of some of the challenges raised at the ACPA convention. . .and tosses out a few of her own. (Page 2)
- Charles Bowen describes the partnerships that are being built between Dalton College and the local community agencies that are enriching everyone's lives. (Page 3)
- A list of seven "must haves" to build a successful partnership are provided by Karen Robbins, along with her account of Hinds Community College's journey to receiving the coveted 1996 Zenger Miller Partnership Award. (Page 5)
- Michael Khirallah at Oakland Community College wants to know if we are prepared to handle diverse populations through internal partnerships between student services and instruction. (Page 6)
- A two-year and a four-year school team up to benefit students of color. Emerson Sheffey tells how Lansing Community College and Michigan State University are making it happen! (Page 10)
- Student development professionals have the experience and perspective to lead their campuses to successful partnerships, submits Nicholas Gennett from Central Piedmont Community College. (Page 12)
- Steven Helfgot accounts Cerritos College's PET Project that has created numerous internal and external partnerships. (Page 13)
- Some are born partners. Some become partners. Others (most of us, really) sometimes have partnerships thrust upon us. Maggie Culp offers sage advice on how student affairs professionals can handle that dangerous thrust. (Page 14)

Eleven Update

Volume 7, Number 3

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The Newsletter of Commission XI

Student Development in Two-Year Colleges

American College Personnel Association

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Notes From the Chair. . .

Five Fabulous Ideas from Major Speakers at Our Recent Baltimore Convention

(And what Jennifer thinks we should do about them.)

☐ The recent ACPA convention was motivational and thought-provoking. The innovative structure for the conference's general sessions stimulated challenging and necessary dialogue around our key issues. Here are a few thoughts from those sessions I think deserve repetition. . . and further reflection.



5. Our Purpose

Our goal is to provide transformation education - educating students to be active citizens who transform the public sphere and build communities devoted to learning. Previously, Student Development Professionals contributed to this goal through experiential education, emphasizing reflection as a way to develop critical thinking skills, along with the attention to social justice issues in higher education. Our future contributions lie in our ability to act as transformative educators designing communities that promote the greatest learning possibilities.

Kerry Ann O'Meara

4. Our Challenge

The need for vision and purpose, the public and internal concerns for accountability, the increasing diversity and changing demographics of higher education.

Kerry Ann O'Meara

3. Our Tasks

We must establish our identity using innovative techniques to create a student success oriented environment; involve students in the transformation process; keep social justice as the core of Student Development; and regain the public trust.

Sharon Fries Britt

2. Our Values

We must continue to incorporate ideas of equity, egalitarianism, and justice into our belief structure. We must also create circumstances for students to think with us.

Sharon Fries Britt

1. Our Future

We must become efficient managers, experts in learning, partners with faculty, institutional renewal managers, and masters of change.

Lee Ward/Mark Warner

What Should WE Do About All These Wonderful Ideas?

I Suggest That We . . .

- ☐ Clearly articulate OUR purpose and its connection to the missions of our institutions.
- ☐ Build student success outcomes oriented programs, abandoning programs which do not contribute to student success.
- ☐ Create organizations where dynamic leadership occurs throughout the institution.
- ☐ Use our strengths to build communities where there is support for change. Also, develop partnerships with faculty, other educational entities, and community resources for problem solving, information sharing, educational development, and quality education for the diverse student populations we serve.
- ☐ Build communities where students, faculty, and staff from diverse backgrounds can learn together.
- ☐ Construct well managed solutions to service-on-demand.
- ☐ Create an environment safe for change, train existing staff on change, master techniques while hiring new staff who are change oriented.
- ☐ Now . . . tell me what you think.

Jennifer Wimbish,
Commission XI Chair
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Would You Believe. . .

A Community College Partnership Between the Community and the College??

by Charles E. Bowen

❑ Collaboration. Cooperation. Coordination. At Dalton College, a two-year school of the University System of Georgia, words like these describe the "Role of Partnerships in Student Services." They are appearing in almost every strategic plan developed by the College. We are building so many bridges - with academic affairs, business affairs, other institutions, and community agencies - that we are giving serious thought to a dual listing for all position openings - both in education and construction.

❑ One bridge, that between community colleges and community agencies, is the focus of this article. Albert Schweitzer suggested that "the purpose of human life is to serve and show compassion and the will to help others." For those of us in student development services, educating our students about this purpose and providing opportunities for service in our communities should occupy a prominent position in our mission statements and goals.

❑ At Dalton College one means of achieving this goal has been our involvement as a partner in "Children and Families First: A Collaborative Partnership for Dalton/Whitfield County." The mission of Children and Families First is to support and create conditions that promote the well being of every child and family in

❑ Though one of many partners, the College provides leadership and volunteers (and an occasional snack at meetings). Through the Partnership and the College's Office of Community Service Learning, students, faculty, and staff have the opportunity and the vehicle to perform a variety of community services, including tutoring, "buddying," building, and training.

Community colleges will likely play a critical role in reshaping American education and laying the groundwork for the renewal of the civil society. . .

-- Jeremy Rifkin

Whitfield County. Currently, the College is one of 54 partners, among which are: city and county school systems, 31 agencies under the United Way umbrella, Department of Family and Children's Services, Department of Children and Youth Services, and the district health office.

❑ The excitement of these activities derives not only from the smiles on the faces of those who are served, but from the rich feeling that invariably comes to the server. (The good will between college and community isn't too bad either.) Typical is one student's response that spending time with and helping to motivate an under-achieving fifth grader was the most rewarding college experience she has had.

❑ Community colleges should serve their communities by being a catalyst for positive change. Jeremy Rifkin, President of the Foundation on Economic Trends, has said "Community colleges will likely play a critical role in reshaping American education and laying the groundwork for the renewal of the civil society...community colleges, for the most part, are {should be} deeply involved in the civic life of the community.

Continued on page 4.



Would You Believe. . .

A Community College Partnership Between the Community and the College? cont.

Many work at least part time, and some volunteer in local civic activities. Their ties are extensive and provide a ready made resource for transforming the mission of community colleges - making these institutions the front line in the effort to fuse American education and the civil society into a seamless web of relationships."

❑ The development of these "relationships" or partnerships is a valuable endeavor. Many institutions engage in the worthwhile practice of providing service opportunities for members of the campus community. While all such activities are praiseworthy, a collaborative effort, coordinating the delivery of services to children and families in the community has been the ambitious (some would say insane) goal of the Partnership described above.

❑ As for results, a single parent expressed her appreciation for the assistance she had received from various agencies and was particularly pleased that the Partnership has made it possible for her to work primarily through one person instead of several. An agency director having difficulty securing sufficient volunteers, voiced satisfaction when the Partnership "rerouted" student volunteers to her agency to help fill a particular need.

❑ In the Fall 1995 issue of Eleven Update, Maggie Culp, Dean of Students at Seminole Community College, provided an excellent description of student development champions. Among the characteristics listed were: "an ability to energize themselves and others toward a common goal," and "an ability to demonstrate via the written and spoken word the connection between student development and student success in the classroom and in life."

❑ It is likely that Albert Schweitzer would agree that providing opportunities for service through a partnership between a college and its community contributes to the goal of a comprehensive education for its students. These opportunities also connect and enrich the lives of givers and recipients. They make champions not only of student development professionals but of the students whose lives have taken on just a little more meaning.

References

- ❑ Culp, Maggie. "Student Development Champions: An Endangered Species?" Eleven Update. Volume 7, Number 1, Fall 1995, 10-11.
- ❑ Rifkin, Jeremy. "Preparing the Next Generation of Students for the Civil Society." Community College Journal. Volume 66, Number 5, April/May 1996, 20-22.
- ❑ Schweitzer, Albert. "To You." Bottom Line. Volume 17, Number 17, April 1996, 15.

Charles E. Bowen, Ph.D.

Dean of Students, Dalton College

Chairperson, Children and Families First: A Collaborative Partnership for Dalton/Whitfield County



The "Magnolia Steel" Partnership

by Karen Robbins

❑ In receiving the 1996 Zenger Miller Partnership Award, the Resource & Coordinating Unit for Economic Development (RCU) at Hinds Community College was nationally recognized for a successful partnership relationship with its external customer, Double G Coatings of Jackson, Mississippi.

In the Beginning

❑ Jackson, Mississippi was not known for steel production. However, in 1993 when two American steel industry giants Bethlehem Steel and National Steel, formed a cooperative venture known as Double G Coatings, the Hinds Community College RCU made a presentation concerning training services available to new companies that choose to locate in the state.

❑ Workforce training was critical to the location decision of Double G Coatings, according to one local economic developer. After Double G Coatings elected to locate in the area, the RCU began planning to deliver a host of start-up services.

Corporate Philosophy

❑ Active involvement and support for this project from the corporate partnership side was there from the beginning. Initial meetings revealed the type of team empowerment philosophy that was fostered by company president, Robert McHenry. Double G's staff was closely screened and hired with this management style as a central focus. With management staff on-site, work toward the partnership training project began.

Industrial Training

❑ The Industrial Training Services division of the RCU played an active role in the manufacturing start-up. This included assistance in planning the training project design, pre-employment screening of over 1500 trainee applicants, providing A-V equipment for training use, and the developing of technical training manuals,

basic skills testing, and safety training. Coordinating the state sponsored start-up training project that resulted in a reimbursement to Double G of over \$60,000 in training funds was also included.

Team Training

❑ The Business and Government Services Division of the RCU developed a team training program based on the Zenger Miller model for all employees. The training focused on the development of basic individual and team skills needed for the formation of effective work units. This training was provided by an RCU team with company assistance.

When working in successful partnerships there are seven imperatives:

1. *Shared vision, values, and priorities*
2. *Sufficient resources, skills, support systems, and time*
3. *Role clarity and meaningfulness*
4. *Commitment and support from key stakeholders*
5. *Motivating rewards and reinforcements*
6. *Tolerance for growth through conflict*
7. *Trust*

Technical Training

❑ The Workforce Specialist at the RCU developed a customized 16-hour math

curriculum to build a technical foundation for the implementation of statistical process control (SPC) for production line operators. A pre-assessment was used as a basis for the development of the curriculum. A post-assessment was developed as an evaluation tool to measure the improvement of the participants' skills after they completed the skills enhancement training. The training was conducted by an instructor from the College.

Long Term Relationships

❑ Every aspect of the total training project and its delivery was in alignment with the company and RCU partnership strategic plan. The company issued the corporate goal to build competency in the technical start-up skills and to foster a teamwork philosophy throughout the workforce from the top management to all levels of the workforce.

❑ The RCU's goal in partnering with any external customer is to nurture and maintain partnerships over the long term. The Partnership Award from Zenger Miller serves as a symbol of success for both our organization and the external customers we serve.

For more information
call (601) 857-3221 or write:



Karen Robbins
Hinds Community College
P.O. Box 1263
Raymond, MS 39154-9799

Developing Partnerships for Diverse Populations

by Michael Khirallah

❑ A comparison of the 1980 and 1990 census of the U.S. population reveals a forty percent increase in the number of foreign-born, from fourteen million to almost twenty million people. The total Asian population now stands at seven million, an increase of 107%. Hispanics number over twenty-two million, a 53% increase. By the next census, some states such as Texas are predicting a majority population of non-native speakers of English.

❑ Educational institutions are scrambling to establish appropriate bilingual and English As A Second Language (ESL) Programs to serve this population. The emphasis has been on establishing exemplary programs at the elementary level or strengthening language institutes for traditional international students (non-immigrant visa holders) at the universities.

❑ Caught in the middle is the immigrant entering higher education, often turning first to the community college, with the promise of open admission, only to discover a community college system frustrated in its ability to advise, assess, and place these students appropriately.

❑ The key to successful retention and persistence on non-native speakers in English in the community college is a holistic approach involving a partnership of student services and instruction. Too often the typical scenario of a non-native speaker entering a community college can be illustrated in the case of Tuan Nguyen: Tuan Nguyen, a Vietnamese refugee, has recently graduated from a U.S. high school. He first came to this country at the age of 14. During his orientation to the community college, he is assisted (with ASSET) as a native speaker, based principally on his almost native-like accent and teenage mannerisms, not to mention that he graduated from a U.S. high school. His low scores indicate learning problems.

❑ Referred to the Special Services counselor, he is restricted to developmental classes. After three frustrating semesters of remedial reading and writing, in which his instructors see little hope of progress, Tuan decides he's not college material. Like thousands of other immigrant students with interrupted education in their native language, Tuan opts out of the community college.

❑ What happened? All too often, the community college system has not been "normed" for diverse populations. While our mission statements typically espouse the diversity line, we still maintain advising centers, testing centers, and developmental programs that attempt to test, place, and instruct a complex linguistic minority with the same instruments, questionnaires, techniques, and curriculum for a traditional native speaker population. Then we blame the student when he or she fails to "fit" in our system.

Without a fundamental partnership between student services and instruction, coupled with administrative support (and directive) to maintain the partnership, . . . the system will fail.

❑ Without a collaborative effort of instruction and student services, this growing population is doomed to become the next failed generation, another linguistic minority in this country whose failures are not ascribed to the system but to something systemic in the population. The solution requires true commitment from the academic leaders of our community colleges. The answer demands a self-study of our institutions to determine if we are normed for emerging populations:

1. Are our counselors and advisors trained in cross-cultural counseling and variations in language learning, including academic advisement, career, and personal counseling techniques that consider the varieties of language learners?
2. Do we offer multiple approaches to assessment OR do we require all students to be assessed with the same instrument (and then if they fail, we attempt intervention)? Are the instruments we use designed for non-native speakers of English?



Developing Partnerships for Diverse Populations, cont.

3. Do applications and intake information account for the diversity of our populations in attempting to gain valuable information on primary language, country of origin, immigration status, years of education in the first language OR do we ask the standard questions of the population that came through our doors in the 60s and 70s and assume that students will eventually get routed to someone who can help them?

4. Do academic programs we offer validate the language learning process of non-native speakers and strengthen their development in academic literacy OR do we assume that they are all in need of remediation?

5. Are the instructional support personnel trained in aspects of second language learning OR do our tutors attempt to overhaul the writing of non-native speakers, which ultimately overwhelms the students?

6. Is the administration committed to the money and resources necessary to norm the environment for these populations OR do we simply pay lip service to diversity in our goals and objectives so that we can access federal and state funding to shore up our dwindling budgets?

❑ These questions represent only an initial list for a self-study of our institutions. Without a fundamental partnership between student services and instruction, coupled with administrative support (and directive) to maintain the partnership, then we will experience more Tuan Nguyens that the system will fail.

Michael Khirallah
Dean, Academic and Student Services
Oakland Community College, Michigan



Comm XI Publications Grab ACPA Kudos

❑ Led by critical acclaim for its scholarly anthology *Promoting Student Success in the Community College* and its newsletter (which, as you read this, is in your hands) *Eleven Update*, Commission XI copped the top ACPA publications award at the March convention. Jennifer Wimbish, Commission XI chair, accepted the award at the President's breakfast on the convention's closing day.

❑ "ACPA's recognition of outstanding publications featuring writers and editors in the Commission XI fold highlights the growing quality and acceptance of the work of community college professionals in our field," Wimbish said. "I am pleased and proud of my colleagues for earning this award."

❑ *Promoting Student Success in the Community College*, edited by Marguerite McGann Culp and Steven Helfgot, is available from Jossey-Bass Publishing, 350 Sansome St., San Francisco, CA, 94104-1342. (Maggie and Steve are also represented in this issue of *Eleven Update* on pages 13 and 14.)

❑ *Eleven Update* is published three times annually and is distributed to Commission XI members and to deans and vice-presidents of student affairs in all community colleges. *Eleven Update* is also available online at the ACPA website at <http://www.acpa.nche.edu/comms/comm11/comm11.htm>.

❑ Guest editors of *Eleven Update* in this award-winning year have included Mike Rooney, Maggie Culp, Karen Treiber, Mel Gay, and Jack and Janna Becherer.

❑ General editor of *Eleven Update* is Ray Turner at Lansing Community College. Other major contributors to the production of *Eleven Update* at L.C.C. have included Marc Smyth, Amy Eilar, Beth Endres and Penny Nealey.

Call For Programs

for the 1997 ACPA/NASPA Convention, Chicago, March 19 to 23, 1997

ACPA/NASPA '97

Sponsored Program Proposal Form

(Feel free to photocopy.)

Program Title

(10 word limit)

Program Abstract

(60 word limit, for Program Booklet)

Program Length

_____ Regular Length (75 minutes)
 _____ Idea Break (30 minutes)
 _____ Preconvention Workshop
 3 hours _____ 6 hours _____

Audio/Visual/Technology Requirements

_____ Flip Chart
 _____ White/Chalk Board
 _____ VCR and Monitor
 _____ Overhead Projector
 _____ Other (please be specific)

Audio visual requests cannot be changed after the proposal has been submitted.

Program Description (to accompany proposal form, not to exceed 750 words) **Include:**

1. The names of the presenters. Include familiarity and background with the topic.
2. The relationship of the program to the convention theme (*Bridging History and Destiny*).
3. The desired learning outcomes of this program.
4. Description of involvement of the target audience in the program.
5. Identify presentation format.

Program Format (Identify one):

_____ Interactive Presentation
 _____ Discussion
 _____ Demonstration/Simulation
 _____ Debate
 _____ Collaborative Learning
 _____ Panel
 _____ Artistic/Theater
 _____ Video
 _____ Other (Please specify)

Target Populations (May be more than one):

_____ Public Institutions
 _____ Private Institutions
 _____ Community Colleges
 _____ Historically Black Colleges and Universities
 _____ Tribal Colleges
 _____ Predominantly Hispanic Institutions
 _____ Religious/Sectarian Institutions
 _____ Single-sex Institutions
 _____ International Education
 _____ Graduate Students
 _____ Preparation Program Faculty
 _____ New Professionals
 _____ Senior Student Affairs Officers
 _____ Academic Administration and Faculty
 _____ Mid-level Management
 _____ Network (please identify)

 _____ Commission (please identify)

 _____ Standing Committee (please identify)

Coordinating Presenter

(Must be an ACPA or NASPA member
and convention registrant)

Name: _____

Title: _____

Institution: _____

Address: _____

Work Telephone: _____

E-mail address: _____

FAX: _____

Program Presenters

(Are encouraged to be ACPA or NASPA members
and must be convention registrants)

Name: _____

Title: _____

Institution: _____

Name: _____

Title: _____

Institution: _____

Name: _____

Title: _____

Institution: _____

This form may be reproduced on your computer, but information must appear in the order listed on this form.

Proposals Will Not Be Accepted Via Fax.

Coordinating Presenter Affirmation

As coordinating presenter, I affirm that I am a member of ACPA or NASPA. I have communicated with all participants and they have agreed to register for the convention and to present this program, if accepted.

Signature: _____

Date: _____

Selection Criteria

ACPA commissions and standing committees and corresponding NASPA networks will evaluate programs using selection criteria below. Sponsored programs must meet the proposal selection criteria, while also addressing the convention theme in the manner of particular interest to the sponsoring group. Programs not accepted for sponsorship will be forwarded to the convention program committee for consideration as a general program.

Commission XI Selection Criteria

Invites programs related to the conference theme that focus on issues of interest and concern to student development professionals in two-year colleges. Topics of special interest include:

Student Development Theory --
What Works, What Doesn't

Student Success and Retention

Leading Organizations Through Change

Future Directions for Student Development Professionals
in Two-Year Colleges.

Submission Procedures

Four copies of this Proposal Form and your program description should be mailed to: **Dr. Wilson Luna**, Gateway Community Technical College, 88 Bassett Rd., North Haven CN, 06473. Fax: (203) 234-3372, E-mail: sc_markos_81@commnet.edu

Submission Deadline

The sponsored program proposal packet must be postmarked no later than **August 10, 1996**. Programs submitted after this date will not be accepted.

Helping Students of Color Succeed in College...

An Overview

of the Sanchez Bethune Sequoya Transfer Program

❑ In 1989, Michigan State University developed a partnership with Lansing Community College to help students of color make a successful transition from the two-year community college to the four-year major university. The program is called the Sanchez Bethune Sequoya Transfer Program.

❑ Data at both institutions indicated that the ability of students of color to persist in the college environment was considerably lower than that of other student populations. In addition, the number of individuals receiving a four-year degree or graduate degree at MSU was lower for the targeted populations.

❑ The idea was to form a partnership between LCC and MSU based on the concept that student success would be enhanced by staff at both institutions working together to develop academic support services to enable a smooth transition from LCC to MSU. The program was also designed to provide students with an on-going support mechanism once they make the transfer to the four-year university.

❑ Both institutions' commitment to access for students of color, proximity in location (campuses are within five miles of each other), and the historically large number of transfer students between them, made a collaborative effort a practical and effective use of resources.

❑ The program that emerged was awarded a grant from the Michigan Department of Education. The success of the program has been recognized by the Michigan Department of Education by the continued awarding of the grant for five consecutive years.

❑ A key component of the program is advising -- informing students about course selection and transferability of classes. Information regarding admissions and

financial aid is also disseminated to students through a full-time advisor located at LCC. In addition, the program assists LCC in retention efforts at the community college.

❑ LCC's Counseling Services Department provides encouragement and assistance to students who are disadvantaged, handicapped, or have limited English skills.

❑ LCC's tutoring program, Women's Resource Center, and assessment services provide support services. Career development, study skills, tutorials, and outside referrals all are available to the students.

❑ Students participate in Saturday programs held on the MSU campus throughout their enrollment at LCC, and workshops are offered to students on the LCC campus. In a partnership manner, faculty members at both institutions have the opportunity to attend workshops regarding the learning styles of students of color.

❑ The program assists LCC students in the application, admission, and enrollment process at MSU and other four-year institutions. Evaluation of project success is done through maintaining and evaluating information regarding students' academic progress at LCC and MSU. Academic information continues to be collected to monitor students' progress once they have completed the transfer process.

❑ For transfer students to be successful, they need to persist to graduation for their baccalaureate degree. The premise the program works from is that given a strong academic skills foundation at the community college level, a healthy repertoire of study skills, a sense of personal identity and mission, good problem-solving skills and mentors, and a familiarity with support mechanisms available, students will succeed in persisting to their goals.

❑ But, it still doesn't hurt to have a friend in the wings. The program follows students to MSU, where that university's Office of Supportive Services provides free tutoring, ongoing guidance, counseling, and access to other retention and support activities. In addition, students are met with individually on a regular basis to discuss academic progress, review options and strategies, and assist in course selection.

❑ Additional benefits of the program include increased cooperation and communication between the two institutions, improved awareness of support and learning issues related to students of color, support system models for other student groups, such as non-traditional students, and increased enrollment and cost-savings generated by improved student persistence.

❑ For the 1996-1997 year, LCC and MSU have been awarded a grant which will allow students of color, not accepted for admission at MSU, to be involved in a program with the following components:

1. 50 students will be housed in a dorm at MSU while they take classes at LCC to improve basic skills.
2. Attempts will be made for the students to become a learning community whereby they support one another.
3. Students will have access to intrusive advising, counseling services, financial aid, and other support services.
4. Mentoring and tracking will be provided.
5. Once students have met certain criteria they will be assured admittance to MSU.

Emerson Sheff
Lansing Community College
Michigan State University
Lansing, Michigan

Read Eleven Update on the Web at [http://www.acpa.nche.edu/comms/ comm11/comm11.htm](http://www.acpa.nche.edu/comms/comm11/comm11.htm)

Finally! A Guilt-Free Listserv!

You know the feeling. The terror of opening your email anticipating the 27 daily messages from COMMCOLL, the 30-page digest from HEPROC and the glut of unanswerable questions and comments from STUDEV.

The core of our problem is that there is nothing wrong with this flood of information. Our listservs are full of really good stuff that we should read, present unsurpassed opportunities for creative dialogue with our colleagues, and can be, literally AND virtually, our daily dose of real Internet substance.

But it's the guilt that gets us, right? We know we *should* be reading the listserv gems we get daily. We know we *should* be joining the dialogue, pouring our wisdom to the growing electronic pool along with those listserv regulars who seem to have an extra four hours a day to respond as much as they do. We *should* be grown-up about this and follow through on the good intentions we had when we subscribed to those 17 intriguing listservs the day after we learned how. To bad we deleted those FAQ's they sent us, huh?

Don't despair. The ACPA Commission XI Listserv is for you. Our listserv lets you refer to your participation off-handedly, ensuring your colleagues admiration of your Internet savvy, without having to actually do anything. The listserv traffic is so light, the pressure to perform is virtually non-existent. And most importantly the urge to respond to its infrequent messages creates absolutely no cyberguilt -- guaranteed.

Don't worry too much about the activities listed in the promotional item below. You won't really be bothered all that much.

ACPA Commission XI Listserv

An Internet listserv, available to all commission members, has been established to enhance communication among commission members. This listserv will:

- provide Commission XI information
- facilitate discussion of commission priorities and activities
- raise questions and sharing information on campus concerns
- provide a forum for the exchange of ideas
- facilitate communication of the Commission XI Chair and members of the directorate body with the membership.

All commission members are encouraged to participate. Anyone with Internet access can subscribe by sending a message to: listserv@lists.maricopa.edu. The message should read: **Subscribe CommissionXI your name**. The listserv program will automatically subscribe you and you will receive a "Welcome" message with further information.

The listserv is supported by the Maricopa Community Colleges. For technical assistance contact: lopez@smc.maricopa.edu. For suggestions and information contact: Dr. Kay Martens, Dean of Student and Administrative Services, South Mountain Community College at martens@smc.maricopa.edu.

THE STUDENT DEVELOPMENT ROLE IN COMMUNITY COLLEGE PARTNERSHIPS

by Nicholas D. Gennet



Developing relationships with various entities outside our community colleges has taken on new significance and importance in the decade of the 90's. Often referred to as "partnering," the practice is an attempt to leverage scarce resources to achieve certain common aims — often with private sector businesses serving as the "partners." Typically, the objective is instructional program enhancement, whether through acquiring additional teaching resources or accessing expensive technology. The attraction is, of course, that both "partners" have a vested interest in ensuring that the trainee who benefits by this arrangement emerges with the best possible skills set.

With the onset of the new federal legislation tied to the Re-employment Act of 1995, there are additional opportunities for community colleges to partner — only this time with agencies of the public sector as well. Also, with the intent of the legislation to integrate local job training and job placement services, community college student development professionals are now in an extremely critical position to lead the partnering efforts of their institutions. That is, it is the student development staff who are our residential experts on career exploration and job placement services.

Developing relationships with various entities outside our community colleges has taken on new significance and importance in the decade of the

Many community colleges currently enroll significant numbers of "sponsored" students referred through JTPA, Work-First, Vocational Rehabilitation, and other tax-supported public agencies. With the federal block grant funding approach which will require individual states to determine how to best serve these clients, as well as the entire citizenry in fully integrated One-Stop Career Centers, community colleges clearly have no choice but to be primary players in the crafting and implementation of the One-Stops. Taking advantage of the opportunity to participate in the creation of the One-Stops will enable us to protect our role as the primary provider of post-secondary training, leading to community workforce development. Failure to respond will enhance the opportunity for other fast-moving, flexible training providers to expand their access to both sponsored clients and working "underemployed" individuals, who, collectively make up a very significant percentage of community college enrollments.

But as is true with most developments, some will see this as an opportunity while others will view it as a threat. Enterprising and insightful student development professionals will help their institutions understand that the One-Stop Career Center offers a rich vein of potential community college students, since the avowed aim is to match persons seeking employment with job opportunities in the local area, and the training options which can qualify them for employment. In other words, it can be an excellent targeted

marketing vehicle for community colleges, if those colleges have developed training programs which truly match up with local training needs, and those programs are short term (no longer than one year), outcomes based, and self-paced.

In truth, few community colleges are currently in a position to satisfy these requirements, with the exception of the kinds of training options being offered by our teaching colleagues in our corporate and continuing education areas. Most of our other instructional offerings are based on seat-time (at our convenience), credits, and grades — none of which are of importance to employers and job-seekers.

Student development professionals who understand that in order for our community colleges to remain viable, we must be responsive to the needs of our clients, will urge their administrations and faculty to get involved in the design and implementation of the One-Stop Centers. They will capitalize on already-existing working relationships with other local public agencies such as State Employment Service, Department of Social Services, Vocational Rehabilitation and local public schools to take on leadership roles in shaping a seamless system of social services for all citizens. Finally, as those individuals within our community colleges professionally trained in career exploration and development will lend their unique skills to the effort to keep our institutions at the forefront of the nation's new workforce development initiatives.

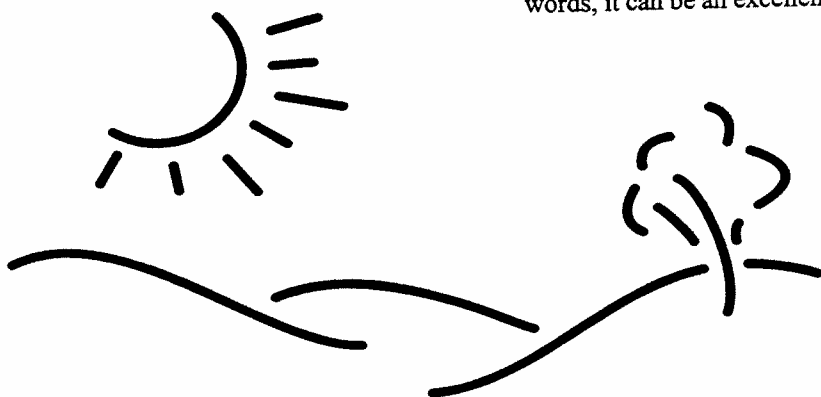
Dr. Nicholas Gennet

Vice President

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Charlotte, NC



At Cerritos College. . .

The President has a new PET: The President's Emphasis on Transfer (PET) Project

by Steven R. Helfgot



□ Twice in recent years I've had the opportunity to write about the importance of partnerships in community college student affairs work, once for a previous issue of *XI Update* and another, in "partnership" with Maggie Culp, for *Promoting Success in the Community College*. Recently, I've had the opportunity to see an exceptional array of partnerships at work - both internal and external - in my own institution, and want to use this forum to describe them as examples of effective partnerships.

□ The context for these partnerships is an effort underway at Cerritos College to improve the college's effectiveness in the transfer function. Cerritos College is a comprehensive community college in southern California, with an enrollment of 21,000 students, the majority of who come from several minority groups. Recent research indicated that the college's transfer rate was about four percent (4%) behind the state average, an average that was, itself, much too low. Responding to this concern, Cerritos College president, Dr. Fred Gaskin, convened a President's Task Force on Transfer in October of 1995, charging the group to create a culture of transfer in the College and to develop any number of activities and programs to aid in the process. I was asked by the president to chair the task force and to direct the project. The task force itself, was the first example of a successful partnership.

□ The President's Emphasis on Transfer (PET) Project task force (so named to call attention to the fact that this was, indeed, the president's "pet project") was made up of faculty, counselors, students, and administrators from across the college and representatives from local high schools and senior institutions to which Cerritos College students transfer. Pre-existing partnerships with both the secondary schools and universities made the inclusion of those "external partners" possible, and those relationships, especially those with universities have made other PET partnerships possible as well.

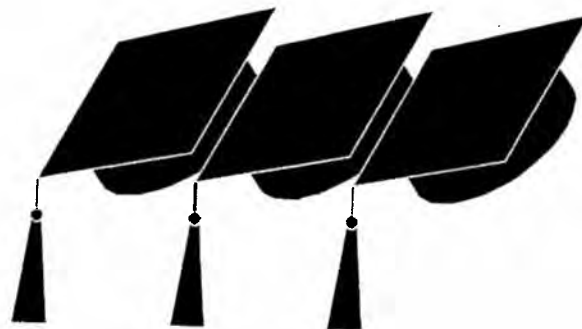
□ One of those, currently in development and scheduled to "debut" in Fall 1996 is a mentoring program for transfer students. This program is virtually layered with partnerships. As part of the PET Project we have developed a partnership with the Center for the Study of the Community College at UCLA. A UCLA doctoral student associated with that center is working at Cerritos College. She is visiting with the Transfer Student Services offices at most of the universities to which Cerritos College students transfer, and soliciting those universities as partners in 1) identifying former Cerritos College students who have successfully transferred; 2)

helping to train those students in the "ins-and-outs" of university life and success at the university; and 3) helping to match those students with new Cerritos transfers to the university for whom the "veteran" transfers can serve as mentors. Partnerships are now being developed with those Cerritos transfer students/alumni who are agreeing to serve as mentors.

□ The PET Project has also generated a number of exciting internal partnerships. Instructional faculty and counselors are working together to examine institutional policies that may inhibit student success and make it more difficult for students to transfer. Tensions that have previously existed on the campus are being reduced as a common agenda is being developed to help students successfully transfer. Plans are underway, involving those from both instruction and student services, to implement a transfer awareness week in the Fall of 1996. This week of activity will include everything from a large Transfer Day, to a panel of university presidents promoting transfer, to faculty-to-faculty discussions (between community college and university faculty), to question and answer sessions with students who have successfully completed the transfer process, to a "Best Practices" (to promote transfer) Seminar for faculty, to one day on which all faculty will be asked to wear a T-shirt or sweatshirt from their alma mater, showing students the great diversity of educational opportunities available when they transfer.

□ These are but several examples of internal and external partnerships being generated by the Cerritos College PET Project. The project is only seven months old, yet it has already generated nearly two-dozen individual programs and activities. Every one of them has either been made possible because of partnerships that already existed, or has generated new and exciting partnerships, both inside the college and out, partnerships between student services and instruction, partnerships with students and alumni, and partnerships with high schools and universities.

Steven R. Helfgot



Shotgun Partnerships ...Don't be Caught in Target Practice!

by Marguerite McGann Culp

❑ Most student affairs practitioners assume that they will be involved in partnerships which they initiate. What happens when practitioners find themselves ordered into a partnership by an ultimatum from "above?"

Will shotgun partnerships work?

❑ How can practitioners help institutions identify the threats and opportunities associated with the "shotgun" partnership without seriously offending the person who wants the partnership, particularly if that someone is the president? National initiatives such as Tech Prep and Workforce Development, state efforts to create performance-based funding, and local political decisions to allow business leaders to shape the K-14 curriculum increase the pressure on presidents to create alliances that often involve student affairs staff, whether or not the staff wish to participate!

Identifying Partnership Opportunities

❑ Alfred and Carter (1996) believe that community colleges must reengineer themselves in order to respond to competition from providers "outside the boundaries of postsecondary education" (p.10). Ganzglass (1996) describes a national welfare reform bill that will force community colleges to: (1) reconfigure standard job training courses for recipients who cannot enroll in long-term programs, (2) reengineer the registration process for students who cannot wait for the start of the next semester, and (3) compete for diminishing resources by demonstrating that they can do more with less (pp.21-23).

❑ Shreve (1995) predicts that new federal legislation combining 100 existing federal education and training programs into a consolidated workforce development block grant will result in a thirty-to-forty percent cut in federal funding, cuts that will

definitely impact the community college (pp.25-26). Tech Prep continues to thrive as a way to encourage the "neglected majority" to continue their education beyond high school (Edgar and Parnell, 1996). Performance based funding rewards community colleges that "shepherd students, especially the needy, into and through specified vocational programs and into well-paying jobs" (Tyree and Hellmich, 1995, p.18) and makes it possible for efficient, effective institutions to earn more money than their inefficient, ineffective neighbors.

Recognizing Partnership Threats

❑ The opportunities described in the preceding paragraph also present potential threats to the community college. Outside agencies such as proprietary schools often attempt to increase their legitimacy by pressuring community colleges to sign articulation agreements and accept their credits.

❑ Pressure to streamline the admissions, registration, and orientation processes produce truncated systems inconsistent with the two-year college's mission. Community colleges with thriving Tech Prep Programs pressure counselors to encourage middle and high school students to commit to a career ASAP in order to reserve seats in coveted training programs. Workforce development and performance-based funding tempt institutions to direct students into programs that benefit the college rather than the student.

Responding to Threats

❑ What happens when the president asks the vice-president of student services to enter into a partnership that poses a high threat to the college and its students? First, the vice-president reminds the president that the purpose of any partnership is to increase the chances that students will succeed at the community college and in

life. As Culp and Helfgot (1995, p.88) observed, "Partnerships work when they are part of an overall plan for student services that is philosophically sound, grounded in theory, led by highly skilled practitioners, and designed to increase the chances that students will succeed."

❑ The vice-president applies the same yardstick to shotgun partnerships as s/he would to any partnership and asks the following questions:

- (1) Is this partnership consistent with the mission and goals of the community college?
- (2) How will this partnership increase the institution's ability to serve students and help them succeed?
- (3) Do all of the partners share the same vision, values, and focus on students?
- (4) Are the partnership's goals, objectives, and outcome measures clear?
- (5) Do the student affairs staff involved in the partnership have the skills to meet their obligations?

❑ If the answer to these questions is yes, the vice-president has no problems. If the answer is no, the vice-president has three choices: refuse to participate, convince the president to restructure the partnership before participating, or participate as ordered in the hopes of reshaping the partnership and/or protecting students.

Refusing to Participate

❑ Since student affairs staff have a reputation for being "lone rangers," practitioners who work alone paying little attention to on or off-campus groups (Culp and Helfgot, 1995, p.77), this is a dangerous

Shotgun Partnerships ...Don't be Caught in Target Practice! (cont.)

option, especially if staff members fail to understand the political environment which led to the partnership. However, it can work if practitioners take time to understand the climate in which the partnership was born, collect data demonstrating that the partnership is incompatible with the institution's mission and goals, offer the institution and its prospective partner an alternative, and quietly help everyone understand that the yardstick by which a community college judges all partnerships is their ability to increase the chances that students will succeed.

Restructuring the Partnership

□ Presidents are political creatures. Their survival depends to a great extent on their ability to work with the various on and off-campus communities in which their institution exists. But presidents also understand that their political influence is directly related to the quality of their institution — and this quality is a function of the strength of the faculty and staff, the college's relationship with external accrediting and licensing agencies, the performance of graduates on the job or at the university, student satisfaction with programs and services, and the creditability of the institution.

□ To help presidents place a partnership office in perspective, the vice-president of student services needs to provide data to demonstrate the short and long-term impact of the proposed partnership on faculty and staff effectiveness, the college's accreditation status, the ability of students to take and pass licensing exams, the number of students who transfer with minimal loss of credit to a four-year institution, and the college's standing in the academic community. The vice-president also needs to help the president identify alternatives and consequences, determine the consequences with which the institution can live, develop and implement a plan to respond to the partnership offer, and evaluate that partnership plan after it is implemented.

Reshaping the Partnership

□ There are two times during the planning process when the chances of reshaping the partnership are high: (1) when the partnership exists in theory only, and (2) when a pilot test of the partnership reveals unexpected (or expected) negative consequences for the institution.

□ The process of translating "let's do _____" into a formal partnership agreement allows the vice-president of student affairs to identify problems and mold the paper partnership, particularly if s/he agrees to draft the partnership document. The paper process also permits the vice-president to gather data via focus groups, campus and community surveys, and interviews with influential on and off-campus groups to either support or refute her concerns about the partnership.

□ The decision to pilot test a partnership agreement is always in the best interest of the college, since it provides an unparalleled opportunity to test the partnership in the real world. Problems identified during pilot testing present the vice-president of student services with the last significant opportunity to modify or abandon the partnership.

Looking at the Bottom Line

□ In today's educational climate, student affairs practitioners cannot always pick their partnerships, but they can shape their institution's attitude toward these partnerships and influence the partnership agreements. Who initiates the partnership offer is not as important as how the chief student affairs officer handles the proposal.

□ Good partnerships provide opportunities for the institution that are consistent with its mission, culture, and values. Great partnerships increase the chances that students will succeed—today, a year from now, ten years from now. As Tyree and Hellmich (1995, p.17) observed, "The catch-22 for community college educators

pits educational idealism against economic pragmatism."

□ As life-long idealists, student affairs practitioners must help their institutions avoid the traps built into the partnerships associated with Tech Prep, performance-based funding, school-to-work, and other educational initiatives, while taking advantage of the opportunities these partnerships offer to students.

Marguerite McGann Culp
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