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From the Chair

This issue of **Eleven Update** focuses on partnerships, an important subject for student affairs practitioners in the two-year college.

A Survey of Partnership Opportunities in Student Services offers an overview of the many internal and external partnerships available to community college practitioners. Read the article, think about the influential partnerships that you have created on your campus, then complete and return the survey instrument at the end of the article. Future *Eleven Update* issues will spotlight partnership efforts on individual campuses throughout the country.

ACPA Responds Favorably to Commission XI Resolutions chronicles the efforts of Commission XI and ACPA to create a real relationship rather than a paper partnership at the national level. The article generates a sense of hope (the current leadership is listening) but reminds everyone that partnerships take work --lots of work--and do not happen overnight.

Articles describing the 1995 convention, the call for nominations to the Commission XI Directorate, and the search for a recipient of the \$100 1995 Research Award remind everyone that Commission XI offers unique partnership and learning opportunities to all of its members. Plan to join your colleagues in Boston from March 18-22, offer to serve on the Directorate, or nominate a colleague for the research award. Choose to get involved. Create partnerships with your peers!

Maggie Culp

Chair, Commission XI

Student Development in the Two-Year College

A SURVEY OF PARTNERSHIP OPPORTUNITIES IN STUDENT SERVICES

by Maggie Culp,
Dean of Student Services,
Seminole Community College

Student Services practitioners concerned about student success need to develop and maintain active partnerships with groups inside and outside the college. Internal partnerships include those with students, other student services staff members, faculty, and administrators. External partnerships involve universities, public and private school systems, local businesses and government agencies.

Advising. Faculty members have a vested interest in good advising, but they often have neither the time nor the training to do the job well. Some community colleges favor a shared approach to advising where counselors advise new students and faculty members advise returning students. Other institutions assign the advising function entirely to professional advisors, who may or may not be counselors, or to faculty advisors. Whatever the approach, partnership opportunities abound! Faculty members possess unique information in course content and career opportunities in their area; counselors understand developmental advising, career choice theory, upper division requirements and the transfer process. Working together, they can influence enrollment and increase the chances that students will succeed by publishing advising manuals for high school counselors and community college advisors, designing training sessions for academic

advisors, co-facilitating advising groups by major, publishing a newsletter for students planning to transfer, negotiating articulation agreements with colleges and universities, and creating transfer centers.

Informing. What student services has that faculty members need is information: not just information on current students but comparative data to demonstrate how their institution is changing and forecast data to predict the future. This need for information provides a fertile ground for partnerships. Efficient student services offices regularly feed data to faculty. Effective student services offices analyze and synthesize the data, present it in a user-friendly format, distribute it to all faculty and staff, and demonstrate how student services plans to work with faculty members to meet identified student needs.

Marketing and Recruiting. Prospective students have two major concerns about attending a community college: (1) the institution will not prepare them academically to transfer to an upper division institution or compete in the job market, and (2) support services and campus life will prove inferior when compared to four-year institutions. What better way to explode these myths than send faculty-student services teams to local high schools, to regional career nights, and to work with high school faculty! A few innovative community colleges sponsor exchange programs where community college faculty guest lecture at area high schools for a day each

semester. Others provide high school students with coupons entitling them to observe classes at the community college, enjoy two free hours on a computerized career counseling system, and meet with a student ambassador. Selected by the faculty and trained by student services staff, student ambassadors visit local high schools, take prospective students and their parents on campus tours, assist counselors during orientation, and are a perfect example of a three-way partnership (students, faculty and student services) that benefits the community college.

Placing. Faculty members know what it takes for students to succeed in their courses; counselors understand research methods and statistics. When both are committed to implementing an open door policy with integrity, they pool their talents to create, manage and monitor course placement models that help students succeed. Joint faculty-counselor committees review placement instruments; create placement models that are sensitive to the needs of all students, especially those from at-risk populations; and design follow-up studies to measure the model's effectiveness.

Supporting. Faculty members need to know that they are not alone in the classroom, particularly as the percentage of at-risk and non-traditional students increase. Because student services practitioners understand human development, the learning process and applied psychology, the partnership opportunities are limitless. Some of the those most frequently

created include: designing early intervention/tracking systems for at-risk students; offering academic support workshops for students in test-taking and study skills, math anxiety, test anxiety and listening skills; developing position papers on topics of importance to faculty; conducting workshops for faculty on teaching/learning styles; co-facilitating support groups for targeted student groups (re-entry women, non-native speakers, at-risk students, etc.); and creating mini-units on a variety of topics (multiculturalism, developmental theory, wellness, learning models) that practitioners teach as part of existing courses.

Teaching. Student services staff who teach send powerful messages to their faculty colleagues and learn to look at students from the other side of the desk. Whether practitioners teach counseling courses like Life/Career Planning or academic courses like General Psychology is not as important as the fact that they are in the classroom on a day-to-day basis. In many community colleges, faculty-counselor teams teach survival skills courses, an innovative way to tell students that the institution wants them to succeed and values student services.

Universities. The process of creating articulation agreements with upper division institutions provides unparalleled partnership and leadership opportunities for student services. Community college faculty members know their discipline; student services practitioners know the student, the local university system and the problems faced by students in the transfer process. In addition to producing written agreement that help students navigate the transfer process, the articulation meetings usually trigger faculty-to-faculty follow-up sessions to articu-

late curriculum, university visits to the community college to meet with students, written procedures to resolve transfer disputes, transfer manuals to guide community college advisors, and the beginning of a common curriculum. Other university-community college linkages involve providing graduate students with the opportunity to complete internships at the community college, doctoral students with the opportunity to access the two-year college's data base for their dissertations, and university students with invitations to mentor or tutor at risk community college students.

Public and Private Schools.

The student services office impacts enrollment in a positive way when it forges strong partnerships with local public and private schools. Many two-year colleges hire public school counselors to augment the college staff in the evenings, on weekends or during summer vacations. Others offer counselor-led workshops as part of the school system's inservice training program; sponsor summer institutes for middle and high school students that deal with choosing a career, exploring educational options after high school, improving study skills, reducing sex role stereotyping and prejudice, and strengthening self concepts; create joint committees that tackle shared problems (retention, substance abuse, underprepared students, the need for a seamless curriculum from kindergarten through college); and create career resource centers open to K-12 teachers. Most large community colleges sponsor annual information sessions for public school counselors, publish quarterly newsletters for high school faculty and counselors, and routinely ask student services practitioners to visit feeder high schools. In 1993, the author collaborated with a

local school system to establish the first Tech-Prep Counselor Institute in the state. Offering ongoing workshops on a variety of Tech Prep topics for public school counselors and teachers, the institute is another example of a student services-public school partnership where everyone wins.

Local Businesses. Mentor programs at many institutions pair students with members of the community who act as guides and cheerleaders as the students navigate the educational system. Many student services offices ask local business representatives to serve on advisory committees, to provide job shadowing experiences to students exploring career options, to speak at career fairs and in Life/Career Planning classes, and to make brief videotapes describing their career paths for Career Center use. Enterprising community colleges offer some student services to private businesses—at a price; services most often purchased are those connected with testing, career counseling and outplacement. A few two-year colleges encourage student services practitioners to participate in the college's speaker's bureau and provide release time for them to speak at community events.

Government Agencies. Perhaps the people most eager to form partnerships with the student services office are practitioners who work for government agencies. Many seek relationships similar to those created with private businesses: mentoring, job shadowing, classroom presentations, and advisory committee membership. Some community colleges, especially those in urban areas, create more direct relationships with government agencies by providing free space on the college campus in return for increased student access to services. Other community

Survey of Partnership (continued)

colleges contract with mental health centers and substance abuse agencies to treat students whose problems require more than five-to-seven counseling sessions. Community college counseling departments frequently collaborate with government agencies to sponsor wellness activities related to AIDS, substance abuse, spouse abuse, etc. They also rely on professionals associated with these agencies, particularly mental health professionals, to provide inservices training activities for community college staff. Many two-year colleges are

beginning to encourage students to participate in community service activities, most of which benefit government agencies. Several tie participation to academic scholarships requiring recipients to perform a specific amount of community service.

The Essential Questions. How do practitioners create partnerships? What skills are required? When do partnerships succeed? Why do some partnerships fail? How can practitioners minimize the threats and maximize the opportunities inherent in any partner-

ship? Who is the "senior" partner? Find the answer to these and other questions in *In the Service of Student Success: Student Affairs Practice in the Community College*, a Jossey-Bass book scheduled for publication in mid-1995. In the meantime, complete the following form, then share your partnership triumphs and tragedies with your Commission XI colleagues in future issues of *Eleven Update*.

.....

We're Proud of Our Partnerships!

Name: _____

Institution: _____

Address: _____

Telephone: _____

A Snapshot of the Partnership:

A List of the Partners:

Major Accomplishments:

ACPA Responds Favorably to Commission XI Resolutions

During the March 1994 Directorate Meeting in Indianapolis, Commission XI voted to send twelve resolutions to the Executive Council. The Council reviewed the resolutions at their Summer Leadership Retreat in Boston and took the following actions.

Resolution 1: That ACPA mount a marketing campaign from association headquarters to sell ACPA to two-year college professionals. **Action:** Doreen Tobin and Carol Cummins-Collier, the 1994-1995 Membership Co-Chairs, will develop a recruitment campaign for two-year colleges.

Resolution 2: That ACPA develop procedures to help members earn credit toward NBCC license renewal at the annual convention that parallel ACA's procedures. **Action:** Meg Benke, Leila Moore, Steve Brown and Mal Van Deursen will develop procedures to improve the process of obtaining NBCC credit.

Resolution 3: That ACPA demonstrate its commitment to two-year college professionals by adding one two-year college practitioner to the editorial board of the ACPA Journal. **Action:** The journal editor will invite the Commission XI chair to nominate two-year college practitioners to the next vacancy on the editorial board which will occur in the spring of 1995.

Resolution 4: That ACPA review its printed materials to eliminate any bias toward four-year institutions. **Action:** Mal Van Deursen will review all materials at headquarters. Paul Shang, ACPA's affirmative action officer, will study Commission XI's concerns.

Resolution 5: That ACPA identify community college practitioners to serve as major and featured speakers at the 1995 Boston convention. **Action:** Barbara Anderson has appointed a subcommittee to make permanent recommendations regarding this resolution. She also has made all commission chairs aware of the need to support this resolution as they plan the 1995 Convention.

Resolution 6: That ACPA publish a membership directory. **Action:** The membership directory was published this fall.

Resolution 7: That ACPA include an alpha list of all convention programs with the convention materials mailed to members in December. **Action:** Barbara Anderson has appointed a subcommittee to study this request.

Resolution 8: That ACPA focus the efforts of the Senior Scholars on how the "new majority" learn, develop and succeed at two-year institutions. **Action:** Request referred

to the Senior Scholars who considered the request at their September meetings, labeled it "reasonable" and are investigating implementation strategies.

Resolution 9: That ACPA identify in the convention program all sessions, major and general, with two-year content or presenters. **Action:** Barbara Anderson has appointed a committee to review this request.

Resolution 10: That ACPA change the membership application to inform members that they can join one or more commissions at no extra charge. **Action:** Completed.

Resolution 11: That ACPA changes the way it processes new memberships at the Convention Carnival. **Action:** Completed.

Resolution 12: That ACPA change the status of Student Development in the Two-Year College from a commission to a standing committee. **Action:** Tabled until the Executive Council studies how the new organizational structure will work. However, Commission XI received one of the seats on the Executive Council.

Commission XI members need to thank Barbara Anderson, ACPA President, for her efforts on behalf of two-year college practitioners in Indianapolis and at the Boston Summer Leadership Meeting.

.....

Commission XI Programs At The 1995 ACPA Convention

Susan Salvador had an almost impossible job as 1995 Commission XI Program Chair—choosing only nine programs to sponsor from the many submitted by commission members. Here are the programs selected by Susan and her committee, along with the major presenters. Mark your calendars to join your colleagues in Boston from March 18-22 (or come a day early and discover how to really celebrate March 17) for the biggest and best ACPA Convention ever!

Chickering's Model of Student Development: The Revised Model-Art Chickering

Opportunities for New and Continuing Professionals at Two-Year Colleges - Matt Moreau, Maggie Culp, Lisa Badia, Joyce Haywood

Effective Strategies for Retaining ESL Students in a Community College - Isabel Huskey, Lucy Perez, Edwin Sanchez

The Future of Community College Counseling: High Tech, High Touch - Steve Helfgot, Nancy Bentley, Susan Salvador, Ron Steinke

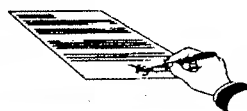
Freshman Seminar: A Collaborative Teaching Model That Works - Evelyn Clements, Dennis Malvers

Gender-Based Team Building: Moving Toward New Practices - Kay Martens, Carolyn Desjardins, John Cordova

More Than a Place to Park: New Developments for Commuters - Adrienne Hamcke, Luther Smith, Janet Schmidt

Developing a Student Access Network Through a Partnership Approach - Nancy Bentley, Charles Haberle, Malcolm Wilson, Joe LeCluyse

Mental Health Consultation at the Community College - Greg A. Eichenfield



FROM THE AMERICAN COLLEGE PERSONNEL ASSOCIATION

Cultural Perspectives in Student Affairs Work



Edited by
George D. Kuh

CULTURAL PERSPECTIVES IN STUDENT AFFAIRS WORK

Edited by George D. Kuh

This book describes how student affairs professionals can use cultural perspectives in their work. Toward this end, the contributors emphasize implications and applications of cultural perspectives by drawing on reviews of the literature and their experience in different kinds of colleges and universities. It may be used as a reference when developing and evaluating student affairs programs and services, and to assist new and continuing staff members in identifying, understanding, and appreciating the influence of institutional culture on the behavior of students, faculty, and staff.

Contents: Using Cultural Perspectives in Student Affairs; Properties of Institutional Culture; Side by Side: Faculty and Student Affairs Cultures; Student Culture; "Making the Familiar Strange": Discovering Culture; Loosening the Ties that Bind: Shaping Student Culture; and Some Implications of Cultural Perspectives of Student Affairs.

George D. Kuh is Professor of Higher Education at Indiana University.

June 1993, 136 pages

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For Commission XI Use Only

Date Received: _____
 Received by: _____
 Action: _____

ACPA Commission XI Research Award 1994-1995 Application Form

Name _____ Title _____

ACPA Membership Number _____ FAX Number _____

Work Address _____
Street City/Town State Zip

Institution _____ Telephone () _____

Faculty Advisor _____ Telephone () _____
(If Applicable)

Goal(s) of the Proposed Study

Major Objectives of the Study

Outline of Research Methodology/Time Line

Proposed Use of \$100 Research Award

Does the proposed study...

...relate to the Commission XI National Agenda	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...relate to ACPA Human Development Program Goals	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...conform to your institution's human subject policies	Yes <input type="checkbox"/>	No <input type="checkbox"/>

If the study receives the award, will you agree to...

...acknowledge Commission XI's sponsorship	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...adhere to Commission XI's time line	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...file periodic progress reports with Commission XI	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...publish the results in the Commission XI newsletter	Yes <input type="checkbox"/>	No <input type="checkbox"/>
...consider presenting project results at an ACPA Convention	Yes <input type="checkbox"/>	No <input type="checkbox"/>

SUBMIT THIS FORM AND FIVE COPIES OF YOUR RESEARCH PROPOSAL BY DECEMBER 31, 1994 TO:

Dr. Kenneth Coll
Commission XI Research Committee Chair
University of Wyoming
P.O. Box 3374
Laramie, WY 88270

Rev. 8/94

Applicants are encouraged to submit research proposals which deal with the needs of under represented students at the community college.

Announcing...

CALL FOR NOMINATIONS FOR THE COMMISSION XI DIRECTORATE AMERICAN COLLEGE PERSONNEL ASSOCIATION

Commission XI, Student Development in Two Year colleges, needs your help to maintain its position as one of the most effective ACPA commissions!

Between now and December 31, Commission XI will accept nominations for its Directorate Body, twenty-four professionals who define dreams and determine direction for the 600 member commission. **DIRECTORATE MEMBERS MUST BELONG TO ACPA AND COMMISSION XI.**

Serving on the Commission XI Directorate is always a personally challenging and professionally rewarding experience, but the disaffiliation with ACA (AACD) has created unique opportunities and challenges for new Directorate members!

Take your personal and professional "pulse" and determine if you are willing to:

1. Attend the next three ACPA national conventions
2. Serve on at least one national or regional committee designed to strengthen student development in two year colleges
3. Write, edit, or solicit one article for **Eleven Update**, the Commission XI newsletter
4. Help to develop and pilot test at least one new idea, program or service that will improve student development in two year colleges

If you answer "yes" to at least three statements, nominate yourself for the Commission XI Directorate. If your answer is "no", share this call for nominations with a friend!

Commission XI will hold elections in early January and announce the election results in the spring issue of **Eleven Update**.

NOMINATION FORM - COMMISSION XI DIRECTORATE
American College Personnel Association

Name _____ Title: _____

Address (Office): _____

Address (Home): _____

Telephone: () _____ () _____
Office Home

ACPA Membership Status (Check One)

- ☐ Currently a Member
☐ Planning to Join, Send Application

COMMISSION XI Membership Status (Check One)

- ☐ Currently a Member
☐ Planning to Join, Send Application

Primary Job Responsibilities:

Special Skills or Interest Areas:

Mail by 12/31/94 to:

Jennifer Wimbish
Dean of Student and Academic Support
Lansing Community College
P.O. Box 40010
Lansing, MI 48901-7210

ACPA Commissions Speakers Bureau

State College Personnel Associations are frequently looking for individuals interested in participating in State Division conferences and drive-in workshops. Keynote speakers, panel participants, and discussion leaders are needed and often difficult to locate. It has been suggested that Commission members have expertise in areas which often relate to conference and workshop themes and, therefore, are an excellent resource for State Division Presidents to utilize as they consider who they wish to invite to their conferences. ACPA Commission Chairs, therefore, have decided to prepare and publish a Speakers Bureau list which will be shared with State Division Presidents, ACPA's Professional Development and Consultation Committee, and any others searching for possible speakers or consultants. If you would like to have your name included within the Speakers Bureau, please complete the form below and send it to:

Chair's Name:	Dr. Maggie Culp
Commission #/Name:	Commission XI
Institution:	Seminole Community College
Address:	100 Weldon Blvd.
City, State, Zip	Sanford, Florida 32746

ACPA Speakers Bureau

COMMISSION _____:

Please include my name within the ACPA Commission Speakers Bureau. I certify that I am a member of ACPA and of Commission _____:

Name: _____
 Title: _____
 Institution: _____
 Address: _____

Telephone: (____) _____

TOPICS: List all topics or content areas for which you are willing to be consider as a keynote speaker (KS), panel participant (PP), discussion leader (DL), and/or consultant (C). **CHECK ALL THAT APPLY.**

Topic/Content Area	KS	PP	DL	C
1. _____	___	___	___	___
2. _____	___	___	___	___
3. _____	___	___	___	___

Signature: _____

Date: _____

ELEVEN UPDATE

Volume 6, Number 4, Fall 1994
 Newsletter of Commission XI
 Student Development in
 Two-Year Colleges
 American College Personnel
 Association

EDITOR

Victoria Nanos, *Counselor*
 Seminole Community College
 100 Weldon Boulevard
 Sanford, FL 32773

The *Eleven Update* is published three times per year by Commission XI of the American College Personnel Association. All Contributions to the winter issue should be submitted to the editor by December 10, 1994.

**ACPA NEWS!****NEW MEMBER BENEFITS:**

- 1994-95 Membership Directory was mailed to the membership in August, 1994
- A new category-Transitional Member - was approved at the 1994 ACPA Annual Convention.
- Any Student Member in good standing may renew for \$50.00 for one year only if they have recently finished their course work.

PUBLICATIONS:

Technology in Student Affairs: Student Affairs: Issues, Applications and Trends, edited by John Baier & Thomas Strong. This publication is designed to assist student affairs practitioners, graduate students and graduate preparation program faculty members in applying advanced technology to their own programs. It is available for purchase through University Press of America (1-800-462-6420).

JOURNAL OF COLLEGE STUDENT DEVELOPMENT

A bi-monthly journal providing practical application articles, reports and book reviews. Three issues have been mailed since January, March, May and July.

ACPA DEVELOPMENTS

A quarterly newsletter that highlights activities of Commissions, Standing Committees & State Divisions. Three issues have been mailed since January, March, June and August.

1995 ACPA ANNUAL CONVENTION:

Mark your calendars now for the **1995 ACPA Annual Convention** to be held in Boston, MA. **MARCH 18-22**. A call for registration will be sent in **DECEMBER**, 1994.



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