

← ELEVEN UPDATE

TABLE OF CONTENTS

From the Chair.....	1
The Student Learning Imperative.....	2
Hot off the Press.....	4
To Be or Not to Be.....	6
American College Personnel Association Program Proposal.....	7
End-of-the-Year Report.....	9
ACPA Commission Directorate.....	8
Upcoming Event.....	12



At its annual convention in Indianapolis, the American College Personnel Association (ACPA) presented its Distinguished Accomplishment Award to Commission XI, Student Development in the Two-Year College. The Distinguished Accomplishment Award is presented to the division within ACPA that consistently demonstrates excellence in programming, publications, communication, collaboration and leadership. This is the first time that the Two-Year College Commission has received the award. The awards plaque will remain at Seminole Community College until March 1995.



*Maggie Culp, President
Commission XI*

From The Chair

The theme of this issue of **Eleven Update** is **Learning Environments**, a critical topic for student affairs practitioners in the two-year college.

The Student Learning Imperative describes the student learning project initiated by ACPA President Charles Schroeder in the fall of 1993. First presented at the 1994 ACPA Convention, the document explores the role of student affairs professionals in creating conditions that enhance student learning and personal development and proposes the creation of a learning-oriented student affairs division. Mike Rooney, a Commission XI Directorate member, participated in the three-day retreat that produced this document.

Convention Update captures the flavor of the 1994 ACPA Convention for Commission XI members unable to face Indianapolis in winter, while **Executive Council to Consider Commission XI Resolutions** outlines the resolutions developed by the Directorate and the rationale for each. Hopefully, the stories will allow you to experience the Indianapolis learning environment from a two-year college perspective—without coping with six inches of snow!

The End-of-the Year Report chronicles Commission XI's accomplishments from July 1, 1993 to June 30, 1994, demonstrating that Student Development in the Two-Year College remains one of the most dynamic commissions within ACPA. Whether Commission XI continues to offer a positive learning environment to student affairs practitioners depends on you, which is why **Eleven Update** also contains the names of the 1994-1995 Directorate members, a call for programs for the 1995 Convention in Boston, and the themes for the next three issues of **Eleven Update**. Share your knowledge with colleagues. Submit a program for the 1995 convention. Write an article for **Eleven Update**. Offer to serve on the 1995-1996 Directorate. **Get Involved!** ACPA is your association. Student Development in the Two-Year College is your commission.

Maggie Culp

Chair, Commission XI

Student Development in the Two-Year College

THE STUDENT LEARNING IMPERATIVE

Implications for Student Affairs

Preamble

Higher education is in the throes of a major transformation. Forcing the transformation are economic conditions, eroding public confidence, accountability demands, and demographic shifts resulting in increased numbers of people from historically underrepresented groups going to college. More people are participating in higher education than ever before, yet the resources supporting the enterprise are not keeping pace with the demand. Because of these and other factors, legislators, parents, governing boards, and students want colleges and universities to reemphasize student learning and personal development as the primary goals of undergraduate education. In short, people want to know that higher education is preparing students for life after college.

Both students and institutional environments contribute to what students gain from college. Thus, the key to enhancing learning and personal development is not simply for faculty to teach more and better, but also to create conditions that motivate and inspire students to devote time and energy to educationally-purposeful activities. For student affairs professionals, the recent focus on institutional productivity is a clarion call to restructure their work and form partnerships with students, faculty, academic administrators, and others to help all students attain high levels of learning and personal development.

The student learning project was initiated by ACPA President Charles Schroeder in the fall of 1993 ACPA. President Schroeder convened a small group of higher education leaders to focus on ways of rededicating the work of student affairs educators to improving student learning and personal development. Members of the group included: Alexander Astin; Helen Astin; Paul Bloland; K. Patricia Cross; Jim Hurst; George Kuh; Ted Marchese; Elizabeth Nuss; Ernest Pascarella; Anne Pruitt; Mike Rooney; and Charles Schroeder. Following a three day retreat in Colorado, the group developed this document for distribution and dialogue at the ACPA annual convention in Indianapolis, Indiana. George Kuh served as the principal author of the document.

Purpose

This document is intended to stimulate discussion and debate on how student affairs professionals can be more intentional about creating conditions that enhance student learning and personal development. It is based on the following assumptions about higher education, student affairs, and student development:

1. Hallmarks of a college-educated person include: (a) complex cognitive skills such as reflection and critical thinking; (b) an ability to apply knowledge to practical problems encountered in one's vocation or other areas of life; (c) an understanding and appreciation of human differences; (d) practical competence skills (e.g., decision making, conflict resolution); and (e) a coherent, integrated constellation of personal attributes such as identity, self-esteem, confidence, integrity, aesthetic sensibilities, and civic responsibility.

2. The desired outcomes of college listed above can be separated for discussions purposes into the domains of learning and personal development. The domains are inextricably intertwined and overlap in some areas; each affects the other in myriad ways. Learning refers to knowledge acquisition, subject matter competence, application of knowledge to problems in multiple settings (work, family, civic affairs, and so on), the cultivation of a capacity for independent judgment and critical thinking, and freedom from irrational prejudice. Personal development refers to those attitudes, skills, and values that enable people to understand and reflect on thoughts and feelings, to recognize and appreciate the differences between self and others, to successfully manage personal affairs, to relate meaningfully with others through friendships, marriage, and civic and political organizations, to determine appropriate responses in various situations, and to be economically self-sufficient.

3. Learning and personal development occur through transactions between students and their environments broadly defined to include other people (faculty, students affairs staff, peers), physical spaces, and cultural milieus. Some settings tend to be associated with certain kinds of outcomes more so than others. For example, classrooms and laboratories emphasize knowledge acquisition among other things while living in a campus residence, serving as an officer of a campus organization, or working offer opportunities to apply knowledge obtained in the classroom and to develop practical competencies. Environments can be intentionally designed to promote student learning. For example, faculty arrange classroom space and use effective teaching techniques; student affairs staff encourage students to use institutional resources (e.g., libraries, laboratories, studios) and participate in community governance and other educationally-purposeful activities, and discourage students from spending time and energy on non-productive pursuits. Institutional and student cultures also influence learning; they warrant attention even though they are difficult to modify intentionally.

4. Experiences in various in-class and out-of-class settings, both on and off the campus, contribute to learning and personal development. Indeed, almost any educationally purposeful experience may be a precursor to desired outcomes. However, optimal benefits are more likely to be realized under certain conditions, such as active engagement and collaboration with others (faculty, peers, co-workers, and so on) on learning tasks.

5. What is valued attracts attention and resources. To encourage student involvement in learning tasks thereby improving institutional productivity, the outcomes associated with college attendance must be assessed systematically and the impact of various policies and programs on learning and personal development periodically evaluated.

6. Student affairs professionals are educators who share responsibility with faculty, academic administrators, other staff, and students themselves for creating the conditions under which students are likely to expend time and energy in educationally-purposeful activities. They endorse talent development as the overarching goal of undergraduate education; that is, the college experience should raise students' aspirations and result in skills and competencies that enable them to live productive, satisfying lives after college. Thus, student affairs programs and services must be designed and managed with specific student learning and personal development outcomes in mind.

The Learning-Oriented Student Affairs Division

A student affairs division committed to student learning and personal development exhibits the following characteristics:

1. **The student affairs division mission complements the institution mission, with student learning and personal development as the primary goals of student affairs programs and services.**

Student affairs professionals take seriously their responsibilities for fostering learning and personal development. Their efforts are guided by a holistic philosophy of learning that is congruent with their institution's mission and clearly distinguishes between the institution's commitment to instrumental values (e.g., ethnic diversity, gender balance, equity, and justice) and desired outcomes (e.g., student learning and personal development). If learning is the primary measure of institutional productivity by which the quality of undergraduate education is determined, what

and how much students learn also must be the criteria by which the value of student affairs is judged (as contrasted with numbers of programs offered or clients served).

Questions and challenges:

- *Does the division mission statement explicitly address student learning and personal development as the primary objectives of student affairs?*
- *Do staff understand and agree with this mission?*
- *What must staff know to implement this mission?*

2. Resources are allocated to encourage student learning and personal development.

The division reward structure values those processes and conditions that are associated with desired student outcomes. The activities in which many student affairs professionals engage emphasize certain aspects of learning and personal development (e.g., psycho-social) over others (e.g., knowledge application or intellectual development). For this reason, student affairs divisions must attract and reward people who design programs, services, and settings that encourage student involvement in activities that have the potential to result in a wide variety of learning and personal development outcomes. Staff themselves model such behaviors as collaboration and reflection that are likely to foster learning and participate in training and professional development opportunities that focus on talent development strategies.

Questions and challenges:

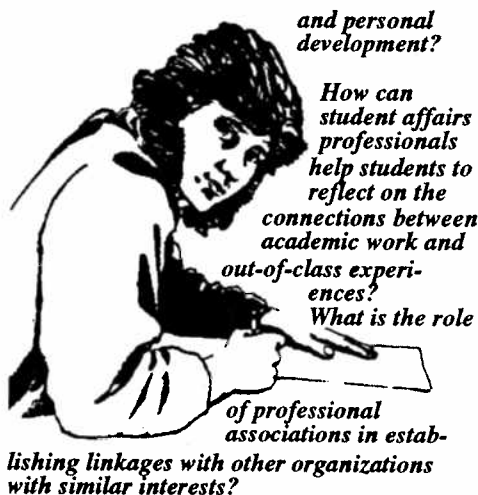
- *How can student affairs professionals be more intentional about promoting student learning while continuing to provide needed services to students and the institution?*
- *What is the role of professional associations in preparing student affairs staff to focus on student learning as a primary goal of student affairs?*
- *To what extent do student affairs staff attend institutes and programs that address the student learning imperative?*
- **3. Student affairs professionals collaborate with other institutional agents and agencies to promote student learning and personal development.**

As with other units in a college or university, student affairs divisions often are highly specialized, compartmentalized, fragmented units that operate as "functional silos"; that is, meaningful collaboration with other units is at best serendipitous. The learning-oriented student affairs division recognizes that students benefit from many and varied experiences during college and that learning and personal development are

cumulative, mutually shaping processes that occur over an extended period of time in many different settings. The more students are involved in a variety of activities inside and outside the classroom, the more they gain. Student affairs professionals attempt to make "seamless" what are often perceived by students to be disjointed, unconnected experiences by bridging organizational boundaries and forging collaborative partnerships with faculty and others to enhance student learning. Examples of natural links include instructional design centers, academic enrichment programs, and faculty and staff development initiatives.

Questions and challenges:

What are promising strategies for linking student affairs with other campus agencies committed to enhancing student learning



and personal development?

How can student affairs professionals help students to reflect on the connections between academic work and out-of-class experiences? What is the role

of professional associations in establishing linkages with other organizations with similar interests?

- **4. The division of student affairs includes staff who are experts on students, their environments, and teaching and learning processes.**

Student affairs staff know how students spend their time and whether students are using the institution's resources to educational advantage. They share responsibility for initiating conversations—with students and other institutional agents—about how students could make more effective use of their time and institutional resources. They monitor whether institutional policies and practices enhance or detract from learning and personal development. Moreover, they integrate data about student performance from faculty and others with their own observations of students' experiences and disseminate this information to stakeholders.

Questions and challenges:

How can student affairs staff obtain and synthesize information about student performance?

What additional skills and knowledge are needed to successfully translate information about student behavior to faculty and others?

5. Student affairs policies and programs are based on promising practices from the research on student learning and institution-specific assessment data.

Certain conditions promote learning more than others. For example, learning and personal development are enhanced when students participate in groups organized around common intellectual, curricular, or career interests. Student affairs professionals adapt to their institutional setting promising practices from those fields that contribute to the body of knowledge about student learning and personal development. They routinely collect campus-based information to redesign institutional policies and practices and rigorously evaluate their programs and services to determine the extent to which they contribute to the desired outcomes of undergraduate education. Toward this end, student affairs staff participate in institution-wide efforts to assess student learning and personal development and periodically audit institutional environments to reinforce those factors that enhance, and eliminate those that inhibit, student involvement in educationally-purposeful activities.

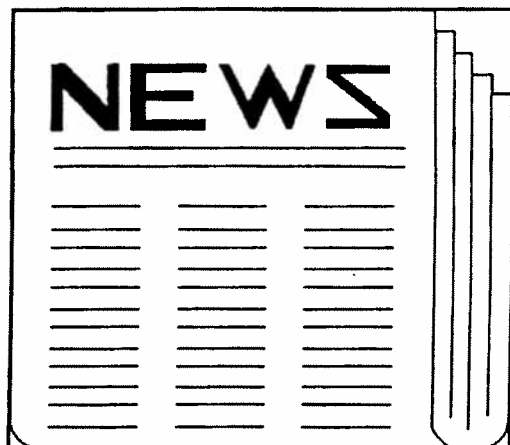
Questions and challenges:

Do student affairs staff have the expertise in learning theory and research needed to shape policies and practices that will lead to increased levels of student learning, personal development, and institutional productivity?

What must graduate programs do to prepare the next generation of student affairs professionals to base their work on theory and research on learning and intellectual as well as psycho-social development?

Conclusion

As with individuals, colleges and universities rely on experience to guide behavior. But when external forces (budget constraints, shifting demographics, accountability) produce radical changes, familiar, comfortable practices may no longer work. Change brings uncertainty as well as opportunity. Redefining the role of student affairs to intentionally promote student learning and personal development will be dismissed by some as a restatement of the status quo ("old wine in new bottles") or an attempt to rekindle the momentum of a bygone era; others will interpret the message as forsaking the special humanizing role student affairs plays in the academy; others will conclude that to proceed as this document suggests will force student affairs to invade faculty territory; still others will be intimidated by the prospect of changing their behavior. None of these views speaks to the concerns of students, parents, and other stakeholders who have high expectations for higher education. Student affairs professionals must seize the present moment by affirming student learning and personal development as the primary goals of undergraduate education and redesigning their work with these aims in mind.



Hot off the Press!

— Indianapolis Convention Update —

Many Commission XI Directorate members braved the cold to visit Indianapolis for the March 6-9 ACPA Convention, but others were unable to travel this year. Hopefully, this summary will provide a painless review for those who made it to Indianapolis and useful information to directorate members who remained at home. But first, the good news: For the first time ever, Commission XI won the ACPA Distinguished Accomplishment Award for the depth and breadth of its 1993-1994 activities.

ACTION ITEMS

1994-1995 Directorate Assignments

EAO - Mark von Destinon
 Membership - Matt Moreau
 Newsletter - Victoria Nanos
 Program Chair - Susan Salvador
 Research - Ken Coll

1994-1995 Liaison Assignments

League for Innovation - Mike Rooney
 National Council for Student Development
 - Ron Steinke

1994-1995 Eleven Update Themes

Overall Theme: Partnerships
 Fall Issue - Partnerships with/for Students
 Winter Issue - Partnerships with Faculty
 Spring/Summer Issue - Shared Governance/
 Creating
 Partnerships w/non Student Development
 Administrators (Especially Presidents)

Major/Featured Speakers for 1995 ACPA Convention

During the Directorate Meeting on March 6, 1994 and the Open Meeting on March 8, 1994, Commission XI members brainstormed to identify potential major speakers and invited speakers for the 1995 ACPA Convention. Some of the presenters, grouped by convention subtheme, included:

1. Ernie Leach, David Campbell, and Janine Pease-Windy Boy (Education and Work);
2. Bill Vega, George Connick, Jan Baltzer, and Ron Bleed (Technology and Education); and
3. Sue Ann Rouché, George Baker and Peg Lee (New Approaches to Teaching and Learning).

Maggie Culp agreed to forward the list to the chair of the major speaker's program at the 1995 ACPA Convention by March 17, 1994.

Reactor/Panel Member for Proposed Tele-Conference with Art Chickering

After extensive discussion at both the Directorate and Open Meetings, Commission XI members identified the following panel members for the proposed tele-conference with Art Chickering: Chick Dassance, Alfredo de la Santos, Juliet Garcia, and Jerry Owens.

Several members expressed strong concerns that the

person representing Commission XI should be a president with a student development background, preferably with Commission XI experience.

Resolutions for the ACPA Executive Council

Directorate and Commission XI members talked long and hard with ACPA Executive Council members in Indianapolis about the perception that the American College Personnel Association no longer felt like "home" to many two-year college professionals. Encouraged by Barbara Anderson, ACPA president elect, Commission XI members drafted twelve resolutions for the Executive Council's immediate consideration. Copies of the resolutions are attached.

INFORMATION ITEMS

Location of Future ACPA Conventions

- 1995 - Boston - March 18-22
- 1996 - Baltimore - March 6-10
- 1997 - Chicago - March 19-23
- 1998 - Orlando or Cincinnati - TBA

Publishing Initiatives

1. Dale Furbish and Steve Helfgot completed a monograph describing career opportunities for student affairs practitioners in two year colleges. Directorate members agreed to mail copies of the monograph to major universities with graduate programs in student affairs and to give professors permission to duplicate and distribute as needed.
2. Maggie Culp and Steve Helfgot will edit/write a Handbook for Student Services in Two-Year Institutions which will be published in 1995 by Jossey-Bass. Written from a practitioner's perspective, the book will be organized around the principle of student success and include the following chapters: Community College Students: Ever Changing, Ever New; Evolving Theory: Informing Practice; Organizing for Student Success; Counseling at the Center: High Tech/High Touch; Partnerships: Looking In/Looking Out; Programs, Services and Activities: A Survey of the Community College Landscapes; and the Constancy of Change: Implications for Practice.
3. Mike Rooney and Maggie Culp will provide the Commission XI perspective this fall when the NACADA Journal revisits Terry O'Banion's land-

mark article, "An Academic Advising Model."

Membership/Marketing Initiatives

1. Matt Moreau created a set of computer disks for each of the fifty states which contain the names and addresses of two-year colleges in the state. Originally, Matt planned to distribute the disks to Commission XI members who would use them to recruit new members. At the Open Meeting, however, Commission XI members suggested that Matt contact Malcolm von Deursin and request that ACPA use the disks to mount a campaign to recruit two-year college members. Rationale: ACPA needs to sell itself to two-year college professionals before Commission XI can convince them to join a commission.
2. During 1993-1994, Commission XI sent "welcome" to new members and "we need you" letters to members who decided not to renew their commission membership. Result? Commission XI is gaining 10-15 members a month.
3. In an attempt to increase the visibility of Commission XI Directorate members on their own campus, Maggie Culp will write a letter to presidents thanking them for allowing a practitioner from their institution to share their time and talents with the profession by serving on the Commission XI Directorate.

Recognizing Outgoing Directorate Members

Directorate members completing their term in office received a certificate of appreciation from ACPA. Maggie Culp indicated that she had mailed a plaque to Nancy Tyler, Commission XI's past chair, who was unable to attend the convention due to financial constraints at Mott Community College.

WHERE DOES COMMISSION XI GO FROM HERE?

Anywhere its members want to take it! Watch your mail for the 1994-1995 Commission XI calendar with major activities and dates. Start outlining the article you plan to write for **Eleven Update**. Select a name for the program you plan to sponsor or co-sponsor at the 1995 ACPA Convention. Identify at least one professional you would be proud to nominate to the Commission XI Directorate. Budget funds to travel to Boston on March 11, 1995 to attend the biggest and best ACPA Convention ever!

Keep in Touch During 1994-1995!

To Be or Not to Be-

Executive Council to Consider Commission XI Resolutions

During the Directorate Meeting on March 6, 1994 and the Open Meeting on March 8, 1994, Commission XI voted to send the following resolutions to the Executive Council for immediate action. Barbara Anderson, ACPA President-Elect, indicated that the Executive Council would consider the resolutions at their next formal meeting.

Resolution 1: That ACPA mount a marketing campaign from association headquarters to sell ACPA to two-year college professionals. **Rationale:** Prospective members must be sold on ACPA first before they will consider joining Commission XI—or any commission.

Resolution 2: That ACPA develop procedures to help members earn credit toward NBCC license renewal at the annual convention that parallel ACA's procedures. **Rationale:** The largest pool of prospective Commission XI members are community college counselors, most of whom hold NBCC licenses which must be renewed every five years. At the ACPA Convention, the form is difficult to find and, last year, required presenter signatures. Conversely, ACA's form is in every registrant's registration packet, no signatures are needed, and counselors receive a "classy" certificate of completion when they submit their forms with a processing fee to ACA after the convention.

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 and another two-year college professional to the editorial board of the proposed practitioners journal/magazine. **Rationale:** By intentionally targeting the two-year college market, ACPA will increase submissions from two-year institutions and, hopefully, the number of published articles with two-year content in both journals.

Resolution 4: That ACPA review its printed materials to eliminate any bias toward four-year institutions. **Rationale:** The locator form in the 1994 convention packet asked participants to identify their university affiliation rather than their institutional affiliation, a subtle but critical distinction.

Resolution 5: That ACPA demonstrate its commitment to providing a meaningful convention for all members by identifying one community college practitioner as a major presenter, inviting at least one community college practitioner as a featured speaker, and requiring all major speakers to focus at least part of their presentation on two-year college issues. **Rationale:** ACPA will not be marketable to two-year professionals until convention presenters address issues of importance to two-year colleges.

Resolution 6: That ACPA publish a membership directory. **Rationale:** A membership directory is an important resource document for any professional association, particularly a "youngster" like ACPA.

Resolution 7: That ACPA include an alphabetical list of all convention programs with the Convention registration materials mailed to members in December/January. **Rationale:** Two-year college professionals must choose from among many convention options and justify their choices to their institutions in order to qualify for financial support. The absence of a list of convention programs with the initial registration materials makes it extremely difficult to demonstrate ACPA's relevance.

Resolution 8: That ACPA focus the efforts of the "senior scholars" on how the "new majority" (students of color, the disabled, re-entry women, first-time-in-college students, etc.) learn, develop and succeed in our two-year institutions. **Rationale:** The business of student affairs is helping students gain access to and succeed in the American system of

higher education. Community colleges have been the primary providers of access to the "new" majority for the past three decades, but universities (as represented by the senior scholars) have spent little time researching the teaching/learning process at these institutions.

Resolution 9: That ACPA identify in the convention program all sessions, major and general, with two-year college content or presenters. **Rationale:** AACRO's concept of convention tracks has proven very effective in terms of attracting new members, identifying programs of interest by functional area, and re-enforcing the association's commitment to two-year college issues.

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

Rationale: Most professional organizations charge a fee for every subgroup that a member joins. Not only does the ACPA application form not mention that commission membership is free but also fails to encourage applicants to join a commission.

Resolution 11: That ACPA change the way it processes new membership at the Commission Carnival and discontinue the practice of counting only the last commission added by each member.

Rationale: There is no incentive to persuade new members to join Commission XI if their membership can be cancelled on the spot when they join another commission later in the evening.

Resolution 12: If the new governance structure is adopted, that ACPA change the status of Student Development in the Two-Year College from a commission to a standing committee. **Rationale:** Standing committees have permanent seats on the Executive Council, commissions do not. Standing committees should represent the core values of ACPA, one of which is the development of students, particularly the "new majority". Student Development in the Two-Year College (Commission XI) represents the professionals who deal with these students and brings a much-needed perspective to the Executive Council.

AMERICAN COLLEGE PERSONNEL ASSOCIATION PROGRAM PROPOSAL
1995 ANNUAL CONVENTION • BOSTON, MASSACHUSETTS • MARCH 18-22

PROGRAM TITLE _____
(Limit ten words)

COORDINATING PRESENTER

Name _____
 Title _____
 Institution _____
 Street _____
 City _____ State _____ Zip _____
 Office Phone () _____ Home Phone () _____
 FAX () _____

PROGRAM PRESENTER

Name _____
 Title _____
 Institution _____
 Street _____
 City _____ State _____ Zip _____
 Office Phone () _____ Home Phone () _____
 FAX () _____

Name _____
 Title _____
 Institution _____
 Street _____
 City _____ State _____ Zip _____
 Office Phone () _____ Home Phone () _____
 FAX () _____

Name _____
 Title _____
 Institution _____
 Street _____
 City _____ State _____ Zip _____
 Office Phone () _____ Home Phone () _____
 FAX () _____

VERIFICATION

As a coordinating presenter, I acknowledge that I am a member of ACPA. I have communicated with all participants and they have agreed to present this program, if accepted. All participants recognize that they must register for the 1995 ACPA Convention.

Signature _____ Date _____

Please attach the following to the program proposal:

1. Five copies of the completed proposal form.
2. Five copies of a typed one-hundred word abstract.
3. Five copies of a typed five-hundred word description of the program that explicitly deals with as many of the proposal criteria as possible.

Type of Program (select one)

- ☐ General Convention Program
- ☐ Sponsored Program, Submitted to which commission or standing committee?
- ☐ Co-sponsorship. Submitted to which commissions or standing committees? (Note: You must send five copies of your proposal to both sponsoring groups)
 1. _____
 2. _____
- ☐ State Division Showcase
- ☐ Pre-Convention Workshop
- ☐ Graduate Student Program
 (Identify graduate program and your academic advisor in the abstract)

Program Format (select one)

- ☐ Pre-Convention Workshop
 - ☐ 3 hours (1/2 day)
 - ☐ 7 hours (full day)
- ☐ Graduate student (15 minutes)
- ☐ Standard length (75 minutes)
- ☐ Extended length (2 1/2 hours)

Track(s) (you must select at least one)

- ☐ Assessment
- ☐ Collaboration
- ☐ Learning Environments

Target Group(s)

- ☐ Entry level
- ☐ Mid-level
- ☐ Senior level

Scheduling

The scheduling of programs for the national convention is a complex, continuing process. Your program may be scheduled at any time. Please arrange travel plans accordingly.

Audiovisual Equipment

(list only specific equipment needed; availability of AV equipment will be limited; a rental fee may be assessed.)

- ☐ No AV equipment needed
- ☐ Slide Projector
- ☐ Overhead Projector
- ☐ VCR (☐ VHS ☐ Beta)
- ☐ Film Projector
- ☐ Flip Chart
- ☐ Computer (type _____)
- ☐ Other _____

REVIEW CRITERIA For Proposal Submissions

The reviewing subcommittees will select programs that demonstrate the greatest potential to contribute to the quality of the convention. The following general criteria are provided as a guide. Your program proposal(s) should address as many of the following as possible:

1. The convention theme and one or more of the tracks.
2. Clearly stated purpose and objectives.
3. A new or creative approach and educational and professional significance.
4. A conceptual and theoretical framework.
5. Expertise in the subject matter.
6. An appropriate method of content delivery and use of audiovisual aids.
7. A well-planned agenda which includes adequate opportunity for interaction by participants.
8. Consistency with the ACPA "Nonsexist Program Guidelines".

PROGRAM PROPOSAL CHECKLIST

In order for any proposal to be fully considered, a complete proposal package must be submitted by the appropriate deadline to the program chair person. Your package must include the following:

1. Five typed copies of the proposal package. If a proposal is submitted for co-sponsorship, send five copies to both program chairpersons.
2. Program title (limited to ten words), clearly marked on all materials.
3. The proposal cover sheet must include name, title, institution, address, and phone number for all participants (and FAX number for coordinating presenter). Please note: Only four names will be listed in the convention program booklet.

Complete all requests for information on the proposal cover sheet.

4. A one-hundred word abstract suitable for publication.
5. A five-hundred word program description, typed on separate pages. Include a program agenda with a breakdown of time allotments for each activity. Include justification for audiovisual requests. Please do not include identifying information in the description so the proposal can be evaluated without knowledge of presenter's names or institutions.

MAILING INSTRUCTIONS FOR PROPOSAL PACKAGE

Send copies of all required materials to the designated chairperson(s) no later than the printed deadline. **MATERIALS POSTMARKED AFTER THE PRINTED DEADLINE WILL NOT BE ACCEPTED.** If you are a coordinating presenter of sponsored and/or co-sponsored programs, you will be notified about the status of your proposal eight to ten weeks after the deadline. If you are a general coordinating presenter, you will receive notification in January.

Commission and Standing Committee Sponsored Programs

Five copies postmarked by August 12, 1994. Mail the proposal to the chairperson of the commission or standing committee desired for sponsorship. For co-sponsorship, submit five copies of the proposal package to both chairpersons.

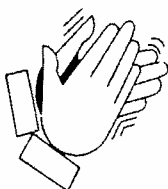
Commission XI Student Development in Two-Year Colleges
Susan Salvador
Counseling Center
Monroe Community College
1000 E. Henrietta Rd.
Rochester, NY 14623
(716) 292-2256
FAX (716) 427-2749

End-of-the-Year Report

Commission XI - Student Development in Two-Year Colleges

Maggie Culp, Commission Chair

Major 1993-1994 Accomplishments



Continuing Efforts

1. Published three issues of Eleven Update, Commission XI's newsletter, using the three convention tracks as themes.
2. Completed a monograph on careers in student development in two-year institutions.
3. Updated the Commission's Affirmative Action Plan.
4. Awarded a small (\$100) research grant to a graduate student affiliated with the University of Wyoming to conduct a study of substance use and abuse among community colleges students in Wyoming.
5. Created a pre-convention workshop, "Look Who's Coming to College: Student-Affairs and the New Majority", for the 1994 Convention.
6. Selected/solicited more than the required number of programs for the 1994 Convention.

New Initiatives

1. Reconfigured the Sunday Directorate Meeting as follows: 8 a.m. - 9 a.m. - orientation breakfast for new members, 9 a.m. - noon - Directorate Meeting, and 1 p.m. - 4 p.m. - Directorate Skill Building Session.
2. Developed a state-by-state microcomputer based marketing plan for the commission.
3. Created an "information highway" for Commission XI Directorate members and any ACPA members who attended Commission XI's open meeting in Kansas City. The "information highway" consisted of quarterly infoletters from the chair, holiday cards, postcards asking for ideas or assistance on a specific issue, monthly conference calls on a rotating basis, etc.
4. Created linkages with commissions and standing committees by writing letters to chairs asking them to co-sponsor convention programs, to write articles for Eleven Update, and to include a two-year college perspective in all of their activities.

5. Agree to support a national teleconference on adult development and the learning process. Art Chickering will serve as the major presenter.
6. Agreed to write a 1995 issue of New Directions in Student Services which will focus on two-year college issues.
7. Agreed to lend the two-year college perspective to a special issue of the NACADA Journal revisiting two landmark 1972 articles on advising.
8. Presented programs at NASPA, AACRO and ACA that were two-year college oriented and marketed Commission XI.
9. Sent a list of community college leaders who could serve as major or featured speakers at the ACPA Convention in Boston to Barbara Anderson, ACPA President-Elect. Divided the list into sections based on the three convention tracks.
10. Sent twelve resolutions to the ACPA Executive Council identifying Commission XI concerns and requesting specific corrective actions.
11. Met with present, past and future ACPA presidents in Indianapolis to discuss Commission XI concerns.
12. Won the 1994 Outstanding Commission Award from ACPA.



ACPA Commission XI Directorate - 1994 - 1995
Student Development in Two-Year Colleges

Name	Special Assignments	Term Expires	Name	Special Assignments	Term Expires
Marguerite Culp Seminole Community College 100 Weldon Blvd. Sanford, FL 32773-6199 (O) 407-328-2150 (H) 407-322-1668 FAX 407-328-2029	Commission Chairperson	1996	Robert Cabello Vice-President of Student Services Delta College University Center, MI 48710		1997
Victoria Nanos Seminole Community College 100 Weldon Blvd. Sanford, FL 32773-6199 (O) 407-328-2147 FAX 407-328-2029	Newsletter Editor		Dr. Larry Chapman Dean of Student Services John A. Logan College Carterville, IL 62918 (O) 618-985-3741 (Ext. 220) (H) 618-985-2494		1996
Jennifer Wimbish Dean of Student Support Services Brookhaven College Dallas Community College District Farmers Branch, TX 75244	Chair Elect	7/1/95	Dr. Kenneth Coll Assistance Professor Counselor Training Program P.O. Box 3374 University Station University of Wyoming Laramie, WY 88270 (O) 307-766-2369 (H) 307-742-5281	Research Chair	1996
Lori Chase Baker Coordinator of Student Activities 3095 Colonial Avenue P.O. Box 14045 Virginia Western Community College Roanoke, VA 24038 (O) 703-857-7390 * will be on maternity leave from August 1 - October 1 Home address: 4572 Summerset Dr. Roanoke, VA 24014 (H) 703-774-8061		1997	Mary Darin Richland College 12800 Abrams Road Dallas, TX 75243		1995
Joan Barnard Counselor Macomb County Community College 14500 Twelve Mile Road Warren, MI 48093-3896 (O) 313-445-7165 3248 Woodside Court Bloomfield Hills, MI 48013 (H) 313-642-7860 FAX 313-445-7140		1995	Wanda Fulbright Dennis Mt. SanAntonio Community College 1100 North Grand Avenue Walnut, CA 91789 14921 Brighton Court Fontana, CA 92336 (O) 714-594-5611 (Ext. 4385/4381) FAX 714-594-7661		1995
Dr. Jack Becherer VP for Student Development Moraine Valley CC 10900 S. 88th Avenue Palos Hills, IL 60645 (O) 708-974-5209 (H) 708-416-0239 FAX 708-974-5269	Convention Program Co-Chair	1996	Dale Furbish Coordinator of Counseling Virginia Western Community College Roanoke, VA 24038		1997
			Dr. Gaynelle Hayes VP of Student Development Galveston College 4015 Avenue Q Galveston, TX 77550 (O) 409-763-6551 (Ext. 205) (H) 409-744-8015		1996
			Joyce Haywood Academic Counselor Sinclair Community College Division of Arts and Sciences Dayton, OH 45402		1997

ACPA Commission XI Directorate - 1994 - 1995 (continued)

Name	Special Assignments	Term Expires	Name	Special Assignments	Term Expires
Carolyn Kalil El Camino Community College Torrence, CA 90506 (O) 310-532-3670	Membership Comm. Chair	1995	Anna Severson Placement Director Davenport College Kalamazoo, MI 49006	EAE0 Issues	1997
Ervina Miller Northern Virginia Community College 15200 Nebasco Mills Woodbridge, VA 22191 (O) 703-670-2191		1995	Lisa Shook Coordinator of Disability Services Sinclair Community College Dayton, OH 45402		1997
Mr. Mathieu Moreau Student Development Specialist Edison State CC Piqua, OH 45356 (O) 513-778-8600 (Ext. 368) (H) 513-399-5618 Internet - CNSLMoreau.@edison.CC.OH.US		1996	Don Sigler Director of Student Development St. Charles County Community College 4601 Mid Rivers Mall Dr. St. Peters, MO 63376		1997
Diana B. Newman Director of Career Center Southwest Virginia Community College Box SVCC Richlands, VA 24641 (O) 703-964-7391 Direct Number/Voice Mail messages Route 2, Box-A Lebannon, VA 24266 (H) 703-889-2600/Direct Home Number/Mail messages FAX 703-964-9307		1995	Dr. Charles Taylor VP for Student Services Kellogg Community College 450 North Avenue Battle Creek, MI 49017 (O) 616-965-3931 (H) 616-963-9179		1996
Dr. Mike Rooney District Coordinator Maricopa CC District 2411 W. 14th St. Tempe, AZ 85281-6941 (O) 602-731-8024 FAX 602-731-8111	MCSD Liaison	1996	Dr. Mark Von Destinon Dean of Students Chocise College 901 North Columbo Sierra Vista, AZ 85635 (O) 602-458-7110 (H) 602-323-6381	EAE0 Issues	1996
Susan Salvador Assistant Director of Counseling Monroe Community College 1000 E. Henrietta Road Rochester, NY 14623-5780 (O) 716-292-2030 FAX 716-427-2749		1997	Mary Wochner Counselor Belleville Area College 2500 Carlyle Road Belleville, IL 62221 (O) 618-235-2700, ext. 207		1997
	Convention Program Chair		Diane Zalapi Coordinator of Enrollment Management Oakland Community College Highland Lakes Campus Bloomfield Hills, MI 48303-0812		1997

ELEVEN UPDATE

Volume 6, Number 3,
Summer 1994

Newsletter of Commission XI
Student Development in
Two-Year Colleges
American College Personnel
Association

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The Eleven Update is published
three times per year by Commis-
sion XI of the American College
Personnel Association. All Contri-
butions to the fall issue should be
submitted to the editor
by August 15, 1994.



Upcoming Event:

1995
Annual ACPA Convention
Boston, MA
March 18 - 22

MARCH 1995						
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12	13	14	15	16	17	18
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