

A MESSAGE FROM THE CHAIR . . .

by: Nancy A. Tyler, Ph.D.
Commission XI Chair

Greetings! My brief report to you signals the end of a productive year for Commission X1 and the transition for the coming year. This year was highlighted by our Interassociation Conference in Chicago in October and by our successful annual ACPA and Commission X1 meetings in Kansas City. The collaboration with the NASPA Community College Network and the National Council on Student Development was acknowledged by ACPA. Our Commission received one of three national commission awards at ACPA for our programming of the Interassociation Conference. This makes three years consecutively that Commission X1 has been recognized.

At this time of the year we retire a set of active directorate members and extend our appreciation to them for their service. At Kansas City we inducted new directorate body members. I can assure you that the Commission is strong and will prosper with our newly elected directorate and chair, Maggie Culp.

You can assist in continuing to make our group effective by reviewing the program proposal form printed in this issue and by submitting a program for next year's convention in Indiana. If not entering a program yourself, contact a colleague and encourage them to submit a proposal for Commission X1 sponsorship. These efforts will continue to make our programs special.

As this is my last time to write as Commission Chair let me express how much I have gained in leadership experience in working with you during the past two years. Perhaps, the greatest joy has been in getting to know so many in our profession better. My best wishes to all as we continue to grow professionally and in our work to assist students in their development.

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COMMISSION X1 DIRECTORATE: OLD AND NEW MEMBERS

Our appreciation to the following Commission X1 Directorate members retiring this year:

Janna Becherer - Oakton Community College
Marguerite Culp - Seminole Community College (cont. as Chair)
Dale Furbish - Virginia Western Community College
Tessie Harr - Florida Community College at Jacksonville
Dee Rashong - Las Positas College
Mary Wall - Atlantic Community College

Congratulations to newly elected Directorate members whose three-year terms extend to 1996:

Jack Becherer - Moraine Valley Community College
Larry Chapman - John A. Logan College
Kenneth Coll - University of Wyoming
Gaynelle Hayes - Galveston College
Mathieu Moreau - Edison State Community College
Mike Rooney - Maricopa Community College District
Charles Taylor - Kellogg Community College
Mark Von Destion - Cochise College

ELEVEN UPDATE

WINNER OF AN ACPA AWARD FOR PROGRAMMING:

HISTORIC INTERASSOCIATION CONFERENCE TACKLES AN "AGENDA FOR THE 90'S"

The Interassociation Conference held in Chicago last October brought together more than 600 student development professionals, college presidents, and college trustees- community college members of the American College Personnel Association, the National Council on Student Development, and the National Association of Student Personnel Administrators- at the historic three- day event, "Agenda for the 90's".

The conference featured workshops and meetings devoted to five major themes:

- * Identifying and responding to the challenge of student diversity
- * Defining and contributing to institutional effectiveness, particularly in regard to student outcomes
- * Conducting research focusing on student success
- * Providing effective institutional leadership for student development
- * Assuring staff competency and vitality through staff development.

Keynote speeches were given by Terry O'Banion, executive director of the League for Innovation in the Community College; I. King Jordon, President, Gallaudet University; Wilhelmina Delco, Speaker Pro Tempore, Texas House of Representatives; Vincent Tinto, Professor of Education and Sociology, School of Education, Syracuse University; and Ernest Pascarella, Professor of Educational Psychology, University of Illinois at Chicago. The conference included over 60 presentations, most with a strong orientation toward the practical solution of shared problems.

"Participants were challenged to re- think the assumptions on which they currently operate in order to serve an increasingly diverse student body in a time of dwindling financial resources," says Ed Franklin, the Interassociation's program chair. Gallaudet University president Jordon also encouraged participants to think about what each could do as an individual to help nourish student diversity. Several speakers urged the various sponsoring associations to work cooperatively on matters of mutual concern.

The conference showcased exemplary programs in community colleges throughout the nation. Four colleges and a bistate consortium were awarded Pyramid Awards- the Interassociation's highest honor- for their exceptional programs. Award Winners and their presentations were:
College of San Mateo, San Mateo, CA, "Transition Services from Mental Health Client to College Student"

Middlesex Community College, Bedford, MA, "Development of Course Clusters and Freshman Seminar"
Midlands Technical College, Columbia, SC, "Measuring Student Outcomes- A Component of a Comprehensive Institutional Effectiveness Model"
Seminole Community College, Sandford, FL, "User Friendly Effectiveness Model for Student Services"
Washington and Oregon Student Services Commission, "Student Success Strategies"

ELEVEN UPDATE

Volume 4, Number 2, Summer 1993
Newsletter of Commission XI
Student Development in Two-Year Colleges
American College Personnel Association

CALL FOR ARTICLES ELEVEN UPDATE

Commission XI will Publish three issues of Eleven Update in 1993-1994. Issue themes and deadline dates are:

Assessment: September 10, 1993
Collaboration: December 10, 1993
Learning Environments: March 10, 1994

Mail or FAX articles to:
Victoria Nanos
Eleven Update Editor
Seminole Community College
100 Weldon Boulevard
Sandford, Florida 32773
FAX (407)



NANCY TYLER, JANE MATSON



MAGGIE CULP, KENT ATWATER



ACPA'ERS



TERRY O'BAUION, DEBBIE FLOYD, TOM FLYN



MICHIGANDERS AT SEA



JANE MATSON



DEBBIE FLOYD, RICHARD ADLER



TARI GRIGSBY (RIGHT) AND FRIEND

SUMMARY OF THE COMMISSION X1 DIRECTORATE MEETING

March 28, 1993 - 9 a.m. - 3:40 p.m.
Hyatt Hotel, Kansas City

Members Present: Nancy Tyler (Chair), Maggie Culp (Chair Elect), Jack Becherer, Janna Becherer, Nancy Bentley, Clydia Case, Larry Chapman, Gaynelle Hayes, Steve Helfgot, Sue Montesi, Matt Moreau, Mark Von Destion.

Members Absent: Henry Buskey, Ken Coll, Mary Darin, Wanda Dennis, Ralph Ford, Mary Ann Frost, Dale Furbish, Tessie Harr, Alice Headley, Carolyn Kalil, Ervina Miller, Elizabeth Moore, Diana Newman, Shirley Perry, Dee Rashong, Mike Rooney, Charles Taylor, Mary Wall, Joan Barnard.

Guests: Ron Steinke

Threats and Opportunities

Directorate members discussed the threats and opportunities for student development in the next decade, agreeing that each threat also presented a unique opportunity for student development professionals to make a difference.

THREAT

Sense of community is disappearing. Campuses are becoming polarized.

The focus on the faculty coupled with a narrow definition of education as something that occurs only in the classroom. Some faculty members desire to return to the 60's when students were "white and bright"

Indications are that Paul Bloland is ready to publish a book, the basic premise of which is that student development as a concept may not work in four year institutions. Readers may generalize his theories to the community colleges.

Competition for limited resources. "We cut positions, we cut people, but we don't cut services."

Student development professionals are getting older, while "students are getting tougher." Does the profession have the vitality to deal with the challenges of the 90's?

More and more institutions are placing student services under academic deans who know nothing about student development.

Student development staff are so busy delivering services that they are in danger of collapsing under the load.

Student development in community colleges is almost invisible at ACPA.

Opportunity

Help institutions refocus on the need to find a center and create a community.

Help faculty acquire skills to teach non-traditional students, to understand their developmental needs, and to expand their definition of education. Develop theories to guide our interactions with the "new traditional student".

Tell the story of student development's successes in the community college. Explore why the concept works when we apply it: is it our mission? our students? our practitioners? the "holding environments we create?"

Create profit centers to generate revenue. Explore technolo-

gy. Plan, evaluate, and demonstrate effectiveness so that you can demand a larger share of the resources.

Use our training on ourselves! Student development professionals are the non-traditional aspect of any college, the neglected majority. It's time to rally, and Commission X1 needs to lead the rally. Help colleagues deal with burn out, take risks and change.

Educate the academic deans. Provide leadership no matter where you find yourself on the organizational chart.

Use planning to determine what can be accomplished with existing resources, and stick to your plan.

Consider withdrawing from ACPA, NASPA, etc. and forming a national organization for student development professional in two year colleges.

PROPOSED ACPA GOVERNANCE MODEL

After a lengthy discussion, the Commission XI Directorate concluded that the proposed governance model failed to provide the commissions with the appropriate voice in ACPA, completely ignored two year institutions, and did not adequately outline implementation procedures. Members agreed to: (1) complete the evaluation form provided by ACPA and return it by the April 16 deadline, (2) attend the open forum on governance on March 30, and (3) explore alternatives for student development in two year colleges within and outside of the ACPA umbrella.

1994 Convention

Theme: Focus on Student Learning: Imperatives for Student Affairs in Higher Education.

Program Tracks: (1) Assessment, (2) Collaboration, (3) Learning Environments

Commission X1 Responsibilities: Identify six exemplary programs (at least one for each track) through co-sponsored programs and one half day pre-conference workshop.

Logistics: March 5- 9 in Indianapolis. Hotels include the Western, the Hyatt Regency, the Omni Severin, and the Holiday Inn Union Station.

Newsletter

Commission X1 will publish two or three issues of Eleven Update in 1993- 1994, with the budget determining the number of issues. Newsletter themes will mirror the 1994 convention themes: Assessment, collaboration, and learning environment. Victoria Nanos at Seminole Community College will serve as newsletter editor.

Directorate Assignments

Individual

EAE0- Mark Von Destion

Marketing and Membership- Mary Ann Frost, Matt Moreau

Newsletter- Vicki Nanos

Program- Jack Becherer, Nancy Bentley

Research- Ken Coll

Group

Every Directorate member is responsible for the following: (1) identifying at least one potential convention program in two of the three theme ideas, (2) suggesting at least one theme for the pre-conference workshop in Indianapolis, and (3) getting to Indianapolis next year.

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**ACPA COMMISSION X1 DIRECTORATE
BODY - 1992- 1993**

Student Development in Two Year Colleges

NAME	SPECIAL ASSIGNMENTS TERM EXPIRES	NAME	SPECIAL ASSIGNMENTS TERM EXPIRES
NANCY A. TYLER	Commission Chairperson 1992 - 1993	DR. LARRY CHAPMAN	1996
Mott Community College 1401 E. Court Street Flint, MI 48503 (O) 313-762-0111 ("office receptionist") (O) 313-762-0371 ("direct/voice mail") (H) 313-636-7078 FAX 313-762-0257		Dean of Student Services John A. Logan College Carterville, IL 62918 (O) 618-985-3741 (ext. 220) (H) 618-985-2495	
MARGUERITE CULP	Chair Elect 1993- 1994 Research Committee Chair Self Study Committee 1993	DR. KENNETH COLL Assistance Professor Ed. Psych and Counseling P.O. Box 3374 University Station University of Wyoming Laramie, WY 88270 (O) 307-766-2369 (H) 307-742-5281	1996
Seminole Community College 100 Weldon Blvd. Sanford, FL 32773- 6199 (O) 407-323-1450 (ext.369) (H) 407-322-1668 FAX 407-644-7822		MARY DARIN Richland College 12800 Abrams Road Dallas, TX 75243	1995
JOAN BARNARD	Newsletter Editor 1995	WANDA FULBRIGHT DENNIS Mt. San Antonio 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 Term Expires 1995	1995
Counselor Macomb 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		RALPH FORD Director of Admissions and Guidance Monroe County Community College 1555 S. Rainsinville Road Monroe, MI 48161 (O) 313-242-7300	Marketing Committee Co-Chair 1994
DR. JACK BECHERER	1996	MARY ANN FROST Director of Student Services Owens Technical College Findley, OH 454840 (O) 419-423-6817	Marketing Committee Co-Chair 1994
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		DALE FURBISH Virginia Western Community College P.O. Box 14045 Roanoke, VA 24038	Job Program Committee 1993
JANNA BECHERER	Program Committee Chair Teleconference Committee	TESSIE HARR Florida Community College at Jacksonville Kent Campus 3939 Roosevelt Blvd. Jacksonville,FL 32205	1993
Oakton Community College (708) 635-17411993 900 Cassin Road Naperville, IL 60565 (708) 416-02		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
NANCY BENTLEY 24 West Shore Drive Grayslake, IL 60030 (O) 708-223-6601 *College closed Friday's in Summer	ACPA State Division Liaison 1994		
HENRY "HANK" BUSKEY Prince George's Community College Largo, Maryland 20772 (O) 310-322-0828	Self-Study Chair 1994		
CLYDIA CASE Director of Counseling Northeast Missouri State University McClain Hall 01 Kirksville, MO 63501 (O) 816-785-4014 (H) 816-627- 8727 FAX 816-785 4181	Membership Committee Chair 1994		

NAME	SPECIAL ASSIGNMENTS TERM EXPIRES	NAME	SPECIAL ASSIGNMENTS TERM EXPIRES
ALICE HEADLEY Counselor for Special Services Northern Virginia Community College 3001 N. Beauregard Street Alexandria, VA 22311 (O) 703-845-6088	1994	DEE RASHONG Las Positas College 3033 Collier Canyon Road Livermore, CA 94550	1993
STEVE HELFGOT Cerritos College Governance Task Force Norwalk, CA 906501994 (O) 310-860-2451	Representative/ACPA	DR. MIKE ROONEY District Coordinator Maircopa CC District Phoenix, AZ	1996
CAROLYN KALIL El Camino Community College Torrence, CA 90506 (O) 310-532-3670	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
ERVINA MILLER Northern Virginia Community College 15200 Nebasco Mills Woodbridge, VA 22191 (O) 703-670-2191	1995	DR. MARK VON DESTION Dean of Students Cochise College 901 North Columbo Sierra Vista, AZ 85635 (O) 602-458-7110 (H) 602-323 6381	1996
SUSAN MONTESI Director of Enrollment Services A- 108 Delta Community College University Center, MI 48710 (O) 517-686-9325 (H) 517-835-9473 FAX 517-686-8736	Liaison/ACJA League for Innovation 1994	MARY WALL Atlantic Community College Black Horse Pike Mays Landing, NJ 08330	Self-Study Committee 1993
ELIZABETH MOORE Director of Black Student Support Services Minneapolis Community College 1501 Hennipen Avenue Minneapolis, MN 55403 (O) 612-341-7065	1994	SPECIAL REPRESENTATIVE EXTERNAL LIAISON NATIONAL AGENDA TASK FORCE (COLLABORATION WITH/NASPA NCSD)	
MR. MATHIEU MOREAU Student Development Specialist Edison State CC Piqua, OH 45356 (O) 513-778-8600 (ext.368) (H) 513- 399-5618	1996	OTHER COMMITTEE RESPONSIBILITIES	
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/voice mail messages) FAX 703-964-9307	1995	SUSAN MONTESI Director of Enrollment services A-108 Delta Community College University Center, MI 48710 (O) 517-686-9325 (H) 517-835-9473 FAX 517-686-8736	Liaison/ACJC League for Innovation 1994
SHIRLEY PERRY Dean of Student Services and College Development Mohegan Community College Mehan Drive Norwich, CT 06360 (O) 203-886-1931	1994	RONALD J. STEINKE Dean of Counseling and Student Development Fullerton College North Orange County Community College District 321 East Chapman Avenue Fullerton, CA 92634 (O) 714-992-7534 FAX 714-447-4097	Pre-Convention Program
		Jacquelyn Tulloch Dallas County Community College District R. Jan LeCroy Center/Ed. Tel. 9596 Walnut Street Dallas, TX 75243 (O) 214-952-0138 FAX 214-952-0329	Representative/National Agenda Task Force

AMERICAN COLLEGE PERSONNEL ASSOCIATION PROGRAM PROPOSAL

1994 ANNUAL CONVENTION • INDIANAPOLIS, INDIANA • MARCH 5-9

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 1994 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. Program proposals should address as many of the following as possible:

1. The program is consistent with the convention theme and incorporates one or more of the tracks.
2. The purpose and objectives are clearly stated.
3. The program represents a new or creative approach and demonstrates educational and professional significance.
4. Significant consideration is demonstrated with regard to a conceptual and theoretical approach.
5. Expertise in the subject matter is demonstrated through the content of the program proposal.
6. The method of delivery is appropriate for content.
7. The proposed use of audiovisual aids is appropriate. Given the significant cost of audiovisual rentals, the limited use of AV equipment is strongly encouraged.
8. The proposal demonstrates planning for the effective use of the time slot requested, including adequate opportunity for involvement and interaction by participants.
9. The proposal is consistent with the ACPA "Nonsexist Program Guidelines"

PROGRAM PROPOSAL CHECKLIST

In order for any proposal to be fully considered, a complete proposal package, filled out according to instructions, must be submitted no later than the deadline indicated for the type of proposal submitted. This package must include the following:

1. Five typed copies of the proposal package to be sent to the appropriate program chairperson. (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. Please respond to all requests for information on the proposal cover sheet (type of program, format, audiovisual equipment, tracks, and target groups).
4. A one-hundred word abstract suitable for publication.
5. A five-hundred word program description, typed on separate pages from the above items. 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 program description so the proposal can be evaluated without knowledge of presenters' 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. Coordinating presenters of sponsored and co-sponsored programs will be notified about the status of their proposals eight to ten weeks after the deadline. General convention program coordinating presenters will receive notification in January.

GENERAL CONVENTION PROGRAMS

Five copies postmarked by October 1, 1993

Frances Pearson
Assistant Professor,
College Student Personnel
Ohio University
Athens, OH 45701-2979
(614) 593-1302

Commission and Standing Committee Sponsored Programs

Five copies postmarked by August 13, 1993

Mail the proposal to the program chairperson of the commission or standing committee desired for sponsorship. For co-sponsorships, submit five copies of the proposal package to both chairpersons

1. Administrative Leadership
Dr. Joanne C. Conlon
Associate Director of Residential Programs
G Quad Office
SUNY at Stony Brook
Stony Brook, NY 11794-4444
(516) 632-6750
Fax: (516) 632-9211
Internet:
JCONLON@CCMAILSUNYSB.EDU

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Directorate Decisions

1. Decline to support the proposed ACPA governance model until it becomes more "user friendly" to two year colleges and its operational components are defined more clearly.
2. Adopt three newsletter themes for 1993- 1994: assessment, collaboration, and learning environment. Request that each ACPA Commission prepare an article in its area of expertise that deals with community colleges. Contact Don Froeland and ask him to write an article summarizing the funding of his study of community colleges.
3. Implement as many of the following strategies as possible to expand participation in the 1994 convention: 2) Actively seek out new programs and presenters; b) invite professionals in writing to develop and present cutting edge programs; c) advertise for programs and Directorate nominees in May, enabling professionals to build Indianapolis in their 1994 budgets; d) invite four year college professionals to develop programs in their areas of expertise that are community college focused; e) invite other ACPA commissions to develop at least one program with a community college focus; f) suggest that ACPA develop a community college "track" within the convention and invite at least one major speaker to deal with community college issues; and g) provide Commission X1 members with "leverage" to obtain the funds to travel to Indianapolis by asking them to serve on standing committees, introduce programs or function as program evaluators.
4. Request data from ACPA to determine its commitment to community college issues. How many current members work in two year colleges? Percentage of the total membership? How many programs at the 1993 convention focused on two year colleges? at the 1992 convention? the 1991 convention? In the past three years, how many community college professionals have been requested to run for the ACPA Executive Board? How many community college professionals chose not to renew their ACPA membership after the disaffiliation?
5. Prepare the Careers in Student Development monograph for publication. (Steve Helfgot)
6. Postpone making a decision on updating the career resource diskette until the 1994 convention.
7. Expand Commission X1 membership, especially among new professionals and graduate students.
8. Sponsor a free half day pre- convention workshop focusing on one of the following themes:
 - a) The neglected Minority, the New Majority: Community College Student Development Professionals on the 1990's;
 - b) The Community Colleges: A Place Where Student Development makes a Difference; or c) The Cutting Edge: Exemplary Community College Student Development Programs.
9. Identify one new initiative for 1993- 1994. Possible initiatives include: a) videos to demonstrate skills; b) Position papers outlining the role of student development profes-

sionals in creating positive learning environments, dealing with budget cuts and retrenchment, increasing equity, institutional effectiveness, orienting students to succeed, outcomes assessment, preparing underprepared students to benefit from instruction or the teaching/learning process; or c) a monograph or resource booklet describing exemplary community college student development programs. a

*Respectfully submitted by
Maggie Culp
Chair Elect, Commission X1*

SUMMARY OF COMMISSION X1 OPEN MEETING

**MARCH 30, 1993 - 3:30- 4:40P.M.
WESTON HOTEL, KANSAS CITY**

Participants: Larry Chapman, Karen Harkins, Ray Moddrell, Lori Baker, Janna Becherer, Gina Bowers, Karen Abernathy Murray, Jack Becherer, Matt Moreau, Ernia Lara, Fred Grogan, Johnnie McClinton, Nancy Bentley, Steve Helfgot, Henrietta Harris, Joyce Brown, Gaynelle Hayes, Liz Jacobik, Jean Hutchison, Kay Martens, Ron Steinke, Art Asuncion, Karen Abernathy, Elaine Turner, Sonya Joseph, Cyndi Foster, Joyce Romano, Mary McGhee, Stephanie Chervinko, Rhonda Guzik, Stephen Zerwas, Maggie Culp, Nancy Tyler

Summary of Commission X1 Directorate Meeting

Maggie Culp provided a summary of the Sunday Directorate meeting. The Summary included a list of the threats and opportunities facing student development in the next decade, reaction to the proposed governance model, 1993- 1994 newsletter themes, directorate assignments, 1994 convention information and programming plans, and major directorate decisions.

PRE-CONFERENCE WORKSHOP

After a lengthy discussion, participants supported the concept of a pre- conference workshop and suggested that:

1. Commission X1 schedule the workshop for Sunday afternoon from 1 p.m. to 5p.m. and charge minimal fees (\$10)
2. The workshop have an inclusive, collaborative, positive theme that could tie together two and four year institutions.
3. The chair- elect schedule the Sunday Directorate Meeting from 9 a.m. to noon, using the pre- conference workshop as a team building, skill enhancing activity for Directorate members.
4. "Look Who's Coming to College: Student Affairs and the New Majority" be considered as an appropriate title for the workshop.

INCREASING THE TWO YEAR PRESENCE AT THE ACPA CONVENTION

Participants agreed that the two year college presence at the 1993 convention was almost non- existent. Major presenters were neither connected with two year institutions nor inclined to include two- year college applications in their programs, and

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few standard programs addressed the needs of two year institutions. After a lengthy discussion that revolved around whether ACPA was the appropriate place for community college student development professionals to "spend their \$80", participants agreed to three steps to increase the number of programs at future conventions that included a community college component.

1. Write letters to the program chair of the 1994 convention suggesting that at least one major speaker associated with two year colleges present in Indianapolis. (Nancy Tyler, Maggie Culp)
2. Write letters to the chairs of every commission and standing committee asking them to solicit at least one program in their area with a community college focus for the 1994 convention. (Nancy Tyler, Maggie Culp)
3. Ask Commission X1 members active in other commissions to work with these commissions to increase the number of programs dealing with community colleges. (Jack Becherer-Legal Issues, Mary McGhee-Gay/Lesbian/Bisexual Awareness, Karen Hawkins-Administrative

Leadership, Lori Baker- Student Activities, Nancy Tyler-Counseling and Psychological Services, Matt Moreau-Alcohol and Drug Issues, Steve Helfgot- Professional Preparation, Nancy Tyler- Commuter Students/Adult Learners)

MEMBER SERVICES

1. Explore with ACPA the creation of an ACPA directory.
2. Consider publishing a Commission X1 Directory.
3. Obtain a commitment from ACPA to publish a book on student development in the community college two- to-four years "down the road". Use the next six to nine issues of Eleven Update to develop chapters for the book.
4. Communicate with the Commission during the year to keep the momentum going.

*Respectfully Submitted by
Maggie Culp*

**LOOK WHO'S COMING
TO COLLEGE:
STUDENT AFFAIRS
AND THE
NEW MAJORITY**

"How do university student development professionals meet the needs of the new majority?" was the most frequently asked question at the 1993 ACPA Convention. Unfortunately, our university colleagues neglected to initiate a dialogue with the one group which has worked successfully with the "new majority" for many, many years: the community college student affairs practitioner.

Since the 1950's, community colleges have provided students of color, mature learners, disabled students, members of protected classes, and first-generation-in-college students with the opportunity to define and create their own "American Dream", and student development professionals have played a significant role in helping community colleges create positive, user-friendly learning environments. **NOW IS THE TIME TO SHARE OUR STORIES AND TO TALK ABOUT WHAT WE DID AND WHY IT WORKED!**

On Sunday afternoon, March 6, during the 1994 ACPA Convention, Commission X1 plans to sponsor a three hour workshop entitled "Look Who's Coming to College: Student Affairs and the New Majority". The workshop will appeal to both two and four year

professionals, involve national leaders in student development in two year colleges, and showcase innovative programs. **BUT THE WORKSHOP WILL FAIL WITHOUT YOUR SUPPORT!** Between now and August, every Commission X1 member needs to:

1. Identify one two- year college student development leader with the potential to make a significant contribution to the workshop.
2. Locate one emerging two- year college student development leader who has a talent for asking the right questions, taking risks, and dealing with issues on the cutting edge of the professions.
3. Nominate at least one practitioner who has created or is pioneering unique programs and services to meet the needs of the "new majority".

Commission X1 has over 500 members, and it needs at least 500 responses. Telephone, write, or FAX your input to:

Jack Becherer
Moraine Valley Community
College
10900 S. 88th Avenue
Palos Hills, IL 60465
(708)974- 5209
FAX (708) 974- 5269

Nancy Bentley
College of Lake County
19371 Washington Street
Grayslake, IL 60030
(708) 223- 6601,ext.2359

LET'S MAKE INDIANAPOLIS A CONVENTION RELEVANT TO OUR NEEDS!

If you attended the ACPA Convention in Kansas City, you were probably disappointed with the scarcity of programming that pertained to community colleges. Commission XI is committed to expand the two- year college presence at the 1994 convention. In this light, we are considering a pre- convention workshop involving national leaders in student development at two- year institutions and showcasing successful strategies developed to support the "new majority": students of color, mature learners, disabled students and members of protected classes.

We are also pleading with our commission membership to submit sponsored and general convention programs that display the contribution of student affairs at two- year institutions in promoting student learning. The three identified focus areas of assessment, collaboration and learning environments provide numerous opportunities to highlight how we make a difference at our colleges. Sponsored programs are due by October 1, 1993. Please refer to the Call for Programs for guidelines. A copy of the program proposal form is included in this newsletter.

If you believe that what we do on our campuses is at the cutting edge of programming across institutions of higher education, then you have a responsibility to share our excellence at the annual convention. Call either of us if you have an idea that might evolve into an interesting program. We are especially interested in developing partnerships with other commissions and standing committees; therefore, co- sponsored programs are encouraged.

Become an advocate for the importance of community colleges within ACPA! Help us to make the Indianapolis Convention relevant to our needs.

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CAREER CENTERS CAN MAKE A DIFFERENCE

Career Center staffs deal with unrealistic expectations. Daily, we see students who have delayed goalsetting until graduation and have no idea of the kind of job they want, or students who have just discovered they truly hate that for which they are being trained. We see alumni who have been working at a job they hate for the past three years and are desperate for a way out. We see returning students who have dropped out four times and want to try one more time. We see instructors who refer students because they haven't been able to help the student find a job in their field, or instructors who refer students who are hav-

ing trouble in the program. Most of these situations that are repeated many times during a week could be eliminated if the students had been exposed to and participated in a proactive career life planning process.

To compound the problem, over the last 25 years the field of career development has changed as dramatically as has the world. The workplace, the composition of the workforce, and the competition for jobs have created a changed environment for all. The concept of job security has altered. For example, the US Postal Service, once seen as true job security, will eliminate about one- tenth of its workforce, or 80,000 jobs by 1995. (Cam Report, p.1). Over one- fifth of all Fortune 500 companies have disappeared in the last five years. (Birch, 1990). For all workers there are increased opportunities to determine career paths. Additionally, there is a greater expectation for jobs that bring self- fulfillment. At the same time, world- wide competition has increased the need for greater worker productivity and more training. In Megetrends 2000, Naisbeth & Aberdeen state that workers will have to be retrained five to six times in their work life to meet the demands of technology.

With these kinds of dramatic changes, one cannot depend on the past experiences of parents or teachers to help with careers planning. Career guidance focuses on a future that maximizes growth, rather than correcting problems. It includes self- exploration and self- understanding concerning life styles, values, interests, aptitudes, skills, and leisure. It involves research into the world of work and knowledge of a broad range of options. It encompasses developing decision- making skills and setting goals. It allows for change and development. By the very nature of career guidance, we in career centers never see just a "career" issue, but a career/life issue, requiring a personal counseling component in every interaction.

When the process became comprehensive, it needed to become an integral part of the educational experience, one aspect of an effective core curriculum. Unfortunately, in many cases, it did not happen. Too often, we see a student at the "one point in time" described in vocational guidance days. Placement seems to be one aspect of the career development process about which personnel in colleges seem to care. In fact, many referrals from instructors and staff are those whose students who cannot find a job. Many times neither instructor nor staff realize that job search is another component of the career life planning process where skill development is necessary. It's hard for those of us not looking for a job to be aware of the fear inherent in the job search and how knowledge of the techniques can ease that fear. David Birch, author of Job Creation in America, sated that "the only job security is developing the ability to get a better job." (Birch, 1990) With competition for positions as it is today, not to provide students with job search skill building is negligent. Referring a student to the Center at that time can create hardships. There must be a more gentle way to dispel a commonly held belief that all you have to do to be successful is to go to college. There is nothing more discouraging to the student, the instructor, or to the career center staff.

The process that leads to success in placement starts years before the job search begins. An effective job search comes after informed decision making, which comes after the series of activities described as career guidance. If errors are made dur

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ing the goalsetting process, the chances of a successful placement are difficult, and perhaps, impossible. Even if a student has done some appropriate long- term broad based goalsetting without narrowing their choices, they can still be in a difficult place. A good example is the field of business. To begin a job search with business as one's objective is similar to not having an objective at all. It is too broad to be an effective job target. A student, who in their freshmen year had contact with a career counselor and determined business was a good general target, would have to continue exploring their strengths and preferences to narrow that goal sufficiently enough to take appropriate courses, to find co-op or work experience in the field, and to build on an information base that leads to a successful job.

Many of us in education have wondered how to support the countless thousands who come and go, only to return and fail again. Career centers can help with this problem. Numerous studies correlate goalsetting with success. (McClelland, p.824;Hardy and Karathanos, p.219; Wentzel,p.141) The career life planning process is a goalsetting process. To be successful, however, it must be an intentional component of the educational process, that can be held accountable.

Accountability means providing students with the kind of education they need to be successful, and, in most cases, that means employable. The way colleges respond to this challenge makes a difference. Smart (1986,p.93) did a longitudinal study of 4,626 students and reported "the kind of undergraduate institutions that students attended and their performance and experiences in those institutions do influence the occupational attainment process."

There are many benefits to students and instructors, from career services. Effective career life planning leads to greater retention, less aimless class and program selection, less indecision about classes, and more success for both students and instructors. The benefits to students and instructors are inextricably

linked to those of the school and the administrators. Plans could be based on information gathered from students who really know where they are going and what they need to learn to get there. Furthermore, the information could provide a base for later years as students will tend to return to further implement their career plans. The career center could also provide another resource for administrators. Career practitioners are experts. Administrators could use that expertise in making decisions about curriculum, services, and budget.

TGIF is entirely too prevalent in everyone's vocabulary in our society. The real shame of it is that in most cases it is not necessary. All of us have activities that energize us. And while it would be very lucky to have a job that was only made up of those activities, most of us could find one somewhere between TGIF and perfection. To do that, it is essential that those activities that energize us be brought to conscious awareness. The process that can assist with that awareness can also determine what activities bring a sense of worth, the environment that brings a sense of comfort, and the kinds of people who bring a sense of collegiality. That knowledge, good research, and goalsetting can make all the difference in how one greets each day.

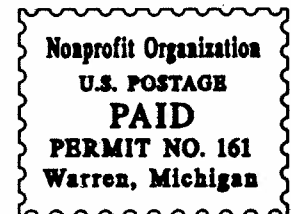
In most colleges, the career life planning process is relegated to a position of "nice to have". It should never have been in that position and certainly should not be today. When the career life planning process is included as an integral part of the educational experience, it will provide more opportunity for students to learn better choices. And, with better choices, we may live to see a generation that does not suffer through the work week living only for Friday. What a gift to all!

Sincerely,
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