## GREETINGS FROM THE CHAIR...

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

Through our newsletter, Commission XI continues to focus on our national agenda. This special issue features the research theme with the goal or stimulating your thinking about effective practice. Take the time to reflect on what you are doing and how you might contribute during the next year to another effort to document our programs and efforts to serve students.

My special thanks goes to Maggie Culp who serves as our Research Committee Chair and has worked with others to put this issue together.

This newsletter traditionally presents information regarding our annual conference. "Educating for the Common Good: An Uncommon Agenda" promises to be a marker, historical conference for ACPA -- our first as an independent association!

Plan to attend and join in the Commission XI activities. Janna Bacherer and the program committee have submitted Commission XI sponsored programs. Ron Steike has organized a pre--conference program focused on the community college. As usual we will have an open Commission membership meeting and social hour. Our Commission Directorate and members will have additional opportunities to share and socialize at the Commission Carnival and State Fair.

The Commission XI Directorate will meet on Sunday; if you are interested in becoming more involved do join us.

This has been a banner year with the successful Interassociation conference that we jointly sponsored in October. The Interassociation group continues to plan for future collaboration that can benefit all of us working in two-year colleges. Our seed money of $3,000 has been returned to ACPA and we look forward to future new joint activities.

Reports from Malcom Van Deursen, ACPA Executive Director, indicate that January was our highest membership renewal month to date. With the members that our active ACPA/ACA members, the staff now identify between 5,600 and 5,700 "active" ACPA members.

I look forward to seeing you in Kansas City and sharing in the excitement and renewal that comes with our annual Convention.■

# ELEVEN UPDATE

## INTRODUCING THE ANNUAL RESEARCH ISSUE OFF ELEVEN UPDATE

Maggie Culp
Guest Editor

"Is anyone in student development conducting research?"

"Will we receive enough articles to support a research issue of Eleven Update?"

"What if everyone submits junk, confirming the perception that student development professionals are doers not researchers and recorders?"

These questions surfaced frequently as the Commimxion XI Executive Board debated the merits of focusing on research in one of the 1993 issues of Eleven Update. And now that the first Eleven Update research issue is a reality, the Executive Board can say with pride (and relief) that many practitioners are engaged in research, the results of which will shape student development programs and practices well into the Twenty-First century.

To aid in the review process, Commission XI established screening criteria. Basically, the readers looked for research articles that:

1. Explored a critical area of student development in two year colleges.
2. Suggested new program paths.
3. Identified further areas for research.
4. Evaluated emerging trends or issues.

Using these criteria, commission members selected a literature review, two longitudinal research studies, two campus based studies, and one state-wide study for inclusion in the inaugural research issue of Eleven Update.

In a thoughtful review of outcomes assessment literature, Mark von Destinon, Barbara Ganz and Michael Engs report on 109 assessment programs across the country. Nancy Morrison describes a longitudinal, qualitative research project designed to help student personnel workers understand what happens to family patterns when an adult returns to college. David Glaize, Bill Irwin and Maggie Culp share the results of another longitudinal study which seems to indicate that retention starts with career counseling. The winner of the 1992 Commission XI Research Award, John Stewart, analyzes student perceptions of the effectiveness of math skills assessment and course placement, while Ron Dooley describes IDS 100, a class designed to help first generation college students develop educational and career plans.

Finally, Kenneth Coll reports on the results of a research study designed to answer the eternal question: Are there significant differences among counselors, high level administrators, and co-workers in their perceptions of how counselor time spent agrees or disagrees with the mission of the community college?

Hopefully, this issue of Eleven Update will provide commission members with new information and new challenges for 1993. With luck, it also will inspire a few members to initiate their own research studies--which Commission XI will publish with pride in the 1994 research issue of Eleven Update.■

## OUTCOMES ASSESSMENT IN COMMUNITY COLLEGES

Mark von Destinon
Student Services - Cochise College

Barbara Ganz and Michael Engs
Student Affairs - Pima Community College

The concern over outcomes assessment affects every level of education, yet little attention has focused on assessment in the community college. This lack of attention is surprising, considering that Miami-Dade Community College gained early prominence in their attempt to raise standards and to monitor and hold students accountable (Zwerling, 1988). In a 1979 study of community college administrators, concern about basic competencies and student preparation for advanced work was ranked fourth by the mid-1980s it ranked as the top concern (Cross & Fielder, 1989). A study conducted by the National Association of Student Personnel Administrators in 1987 found that there were 65 community colleges who responded that they either had or were developing student outcomes assessment plans (Woodard, Hyman, von Destinon, & Jamison, 1991).

Results of assessment studies have shown that more than half of the entering community college students lack the basic skills required to do credible academic work (McCabe, 1988). In urban institutions the numbers often range from 75% to more than 95% of the student body while the current graduation and transfer rates of students are below those attained by better prepared community college students a decade ago (Richardson, 1990). Accountability, as evidenced

through transfer success and graduation rates, has drawn community colleges into the assessment movement.

**Purpose**

The purpose of this study was to examine the practice of outcomes assessment in community colleges. It reviews the literature on college outcomes assessment through reported community college assessment programs. The problem with any review of the outcomes assessment is two-fold: How institutions define outcomes and how they attempt to assess them.

**Method**

This study reviewed reports of 109 assessment programs at community colleges throughout the country. These programs were identified using the Educational Resources Information Center (ERIC) data base and the conference programs from the Association for the Study of Higher Education (ASHE), the American College Personnel Association (ACPA), and the National Association of Student Personnel Administrators (NASPA) for the years 1987-1990. The only programs reviewed were those for which published reports could be o^Xxained. This report focuses on what the institutions' identify as outcomes assessment and how they assess outcomes.

**What to Assess**

The definition of outcomes assessment is limited by what each institution labels as assessment. In 1985 Ewell reviewed the types of outcomes that can be measured. First, are cognitive gains and changes in attitude. Second, are changes occurring inside the student versus changes that can be observed. And finally, are those changes that occur while the student is in college versus changes that occur after college (Ewell, 1985). Additionally, any definition of assessment varies according to who uses the term, for what purpose, and in what political context (Ewell, 1987, p.9). For community colleges the issue is no different.

The definition of outcomes assessment varies, not only by institution, but also by what is being assessed. Erwin (1989) focuses on this confusion by addressing the "overlap" in outcomes as conceived by administrators in both student affairs and academic affairs. Three major types of outcomes are delineated by Erwin (1989): educational content, developmental, and resource management. These three areas cannot be viewed as exclusive, instead, they are interdependent and any comprehensive assessment effort must look at all three of them and include some components of each. An understanding of these institutional interests is important to both the definition and assessment of educational goals at any institution (Erwin, 1989).

The assessment of educational content focuses on the academic area of education. This is the area that is most commonly thought of when discussing outcomes assessment -- how to measure what students learn. Various researchers have noted aspects of this focus: curriculum (Adelman, 1989; Conrad, et al, 1987), liberal studies (Erwin, 1989), academic competencies (El-Khawas, 1987); and program development

and evaluation (Erwin, 1989: Jacobi, Astin & Ayala, 1987).

Of strong interest to student affairs professionals is assessment of the personal development of students. This looks at the student development goals of personal and social development (Erwin, 1989). This is much harder content to assess as there is no stated and definitive measure of personal or social competency. Researchers in this area address student values (Adelman, 1989; Astin, 1985), the campus community/environment (Banning, 1989; Boyer, 1990, Erwin, 1989); or offer theoretical models for determining effects (Astin, 1984; Conrad, 1987; Tinto, 1987). A comprehensive examination of the various developmental aspects of education and methods of assessing outcomes in this area is presented in How College Affects Students (Pascarella and Terenzini, 1991).

Resource management is the third area and, perhaps, the least thought of when speaking of assessment. It represents the institutional or administrative interest and the major difference is that its focus is not on students, instead it examines the institutional business and economics of education. Here the assessment goals may include analyzing cost effectiveness, setting goals, marketing, and undertaking strategic planning and basic research (Jacobi, Astin, & Ayala, 1987).

**How are Outcomes Assessed**

This review found two major methods of outcomes assessment. Foremost were test scores and second were follow-up studies. These findings are consistent with those of the Campus Trends Study (El-Khawas, 1987). On occasion the areas of test scores and follow-up studies will overlap. For example, many institutions use the performance of their graduates on state or federal licensing examinations as an outcomes measure. For purposes of evaluation and planning, however, it is best to look at these areas separately.

Test scores are the most common assessment method as they are the most easily collected and interpreted. Four aspects of testing need to be noted here: pre and post-tests with internal or external instruments. With the advent of the "open door" admissions policy in the late 1960s and early 70s many community colleges moved to placement testing of all new students upon entrance. Entrance examinations are commonly given in math and English and used for advising and class placement. The instruments are often internally designed tests in math and writing and then a nationally normed reading examination which is locally scored. Some community colleges do use external test scores like the ACT or the SAT to determine placement. Comparison of pre and post-test scores provide measurements of cognitive gains.

Follow-up studies looking at the number of degrees and certificates awarded or the placement and transfer of graduates are the other most common area of assessment. If a high percentage of students graduate and are gainfully employed at graduation, it is assumed that the institution must be fulfilling its mission of producing competent workers. Variations on that theme are the average wage at placement, and five or ten year follow-up surveys to see the career and

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# RETURNING STUDENTS AND THEIR FAMILY SYSTEMS:
## Support and Retention

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Demographers currently estimate that more than 35 percent of all college students are "non-traditional" or over 25 years old; this rate is even higher in our two-year institutions. As the director of student services in a two-year school, I became convinced that the home and family environment play a major role as to whether students fall into our graduation or attrition stats. I noticed that our students experienced a high rate of marital break-ups and crises with their children. Students leaving the program cited failing grades or lack of time as their reasons, although I noticed that the returning adult responded to an escalation in family problems by studying less, letting grades drop, or deciding the only way to reduce home pressure was for her to quit school. Clearly, when an adult adds "student" to other roles such as spouse, parent, and employee, change reverberates throughout the family system.

Very little research is available to help student personnel workers understand and plan interventions into the process which is occurring. Most of the research focuses only on the returning student and not on the whole family system in which the student is embedded. A family is a system of interacting parts in which each part mutually affects each other. A change in one family member results in the entire family system experiencing disequilibrium. Large change necessitates periods of transition as a family system adjusts to that change. Disequilibrium creates insecurity; homeostatic mechanisms,

usually functioning below the level of awareness, exert pressures within the family to return to old patterns. For example, when a wife and mother returns to school, her husband may feel resentful or threatened by her growth and movement away from him, so he becomes more distant; children getting less attention from their mother will find new ways to get their needs met. The mother, feeling guilty about these changes may try to be "supermom," a role certain to fail. In each transition, then, there is opportunity for the development of family dysfunction, or for great family growth.

Any change is superimposed on normal family developmental cycles which alternate periods of transition with periods of relative stability. This dynamic movement is also characterized by a natural, healthy oscillation between periods of closeness (centripetal) and periods of growing distance or autonomy (centrifugal) A change such as an adult returning to school may reinforce current patterns, or serve to shift family movement. Such a change is particularly significant because it can affect the entire family's pattern of roles, functions, and time management, and because families don't expect the level of disequilibrium which results.

A longitudinal, qualitative research project designed to help student personnel workers understand the patterns of families experiencing this major transition of an adult returning to school is currently being conducted in a large midwestern city.

The study is set in a small, urban 24-month professional nursing school. This setting was selected because the program is intense and most of the students are non-traditional and full time; thus, the effects of the transition on the family are more obvious and have greater impact. All students over 25 years in age were invited to participate in this study which includes a combination of questionnaires and interviews. Questionnaires which are administered at the beginning and end of the program focus on types and levels of family support experienced. Interviews are conducted three times: at the beginning, middle, and end of the program. These interviews, which include the student with the family whenever possible, focus on anticipated changes; how the family planned to handle these pressures; how the change was actually experienced by all family members; and the coping skills which help the family make a successful transition.

The pilot study was initiated in spring 1991 with the full study beginning in fall 1991. The first group of students will complete the entire research process in summer 1993. Early results based on interviews with 18 female students suggest several themes. All students interviewed noted that the stress of being in school was much greater than anticipated; most identified unexpected reactions from family members as adding to that stress. Most students entered the program with highly idealized expectations: two years of hard work followed by economic security and family happiness! Students were sure that if they would work hard enough, nothing could interfere with success.

Perceived support levels from spouse and children varied greatly and changed throughout the program. Most women initially experienced verbal support prior to entering the program; however, once school began, some experienced an increase in support through help with chores, while others noted a loss of verbal support which was replaced by covert and overt sabotage behaviors by family members. Many students identified fellow students as their major support system with strong bonding developing early in the program. This pattern fostered additional distancing from the family which often exacerbated problems in the home. These students predictably blamed spouses for added stress, while spouses blamed the student, school, and fellow students. Two basic patterns were noted, each of which seems to result in either greater family growth or trouble. In the centrifugal pattern, family members experienced added distance and growth in autonomy. When this movement was supported throughout the family, growth was experienced. In the centripetal pattern, family members pulled closer together as change and stress were experienced. This pattern resulted in either increased unity and support, or unhealthy enmeshment.

As a result of this research, I will develop new programs to help returning students and their families successfully traverse this transition, consequently increasing retention rates for schools. Interventions may include counseling programs with individuals, marital dyads, or entire families to decrease dysfunctional patterns and increase strengths and coping mechanisms; the development of mentoring programs pairing successful advanced students with incoming students; and the development of prevention programs and/or support groups for non-traditional students and their families. By increasing our understanding of nontraditional students in their family context, we can create meaningful programs aimed at preventing them from becoming attrition statistics.■

# A COMPARISON OF INTERVENTION STRATEGIES
# FOR UNDECIDED COLLEGE STUDENTS

By
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Career development remains a critical need for college students; yet literature reviews yield conflicting data on the need for career development as well as career development theories, goals, strategies, desired outcomes and delivery systems. A research study conducted at Seminole community College compared the effectiveness of two major career development delivery systems, a life/career planning class and short-term one-to-one or small group counseling.

Research indicates that college students with unclear, unrealistic or uncertain academic goals are more likely to leave college than students with clearly defined career goals (Abel, 1966; Astin, 1975; Cope and Hanna, 1975; Pantages and Creedon, 1978; Beal and Noel, 1980). The 1984 Student Profile Report published by the American College Testing Program confirmed that an average of two out of every three students who took the ACT in 1983-1984 were unsure of their career choice. As a result of this research, more and more colleges use their career counseling services to "sell" their institution to prospective students (Johnson and Figler, 1984).

Many different delivery systems for career development have been advocated (Goldstein, 1974; Gysbers, 1984). Horan (1979) stressed the need for professional assessment, intervention and evaluation. Prediger (1980) stressed the importance of following assessment interpretation with supplementary materials and activities to complement the

interpretation process. Knefelkamp and Slepitza (1976) emphasized the need for counselors to assist students to develop an internal locus of control (1976). Johnson and Figler (1984) saw the college career center as a crucial student service, since it helps students gather and process data about themselves, career options and the real world in which all career decisions must be tested. Reemer's research (1983) confirmed the usefulness of counseling centers and placement officers in assisting college juniors and seniors to select careers and locate jobs. Carver and Smart (1985) demonstrated the ability of career exploration courses to provide freshmen with the opportunity to develop career maturity and decision making skills. Bolles (1990) and others produced self help books designed to let career seekers become their own counselors.

Assistance with career decision making is especially important to community college students, many of whom are nontraditional with unclear or short-term career aspirations (Helfgot, 1986). But community college resources are limited, particularly in the student services area, forcing practitioners to determine which of the many career development strategies are the most effective and cost efficient for the population they are designed to serve. Faced with limited resources and a spirited debate between staff members who favored one-to-one or small group career counseling and those who championed life/career planning classes, counselors at Seminole community College designed a study to compare the effectiveness of both strategies.

## METHODOLOGY

One of the twenty-eight colleges in the Florida Community College System, Seminole Community College (SCC) provides college credit, vocational technical and adult education opportunities for 26,000 Central Floridians each year. All counselors hold a minimum of a masters degree in counseling or a closely related field and complete extensive inservice training each year. Counselors participating in this study had at least five years experience at SCC, held Level II Myers-Briggs Type Indicator (MBTI) certification and had completed additional training in the Strong-Campbell Interest Inventory (SCII), the 16 Personality Factor (16PF), and the General Aptitude Test Battery (GATB). An important note is that counselors who taught life/career planning classes also facilitated the one-to-one and small group test interpretation sessions.

During mandatory orientation sessions, new college students who had not yet selected a career were asked to complete career maturity pretest instruments then given the opportunity to either register for a three credit life-career planning class or to complete a career decision test battery. Fifty-three students opted for the career decision battery, ninety-eight selected the credit class and fifty-one elected not to participate in either activity. Since counselors were working with intact educational groups, randomization was not possible; therefore, a quasi-experimental design, the non-equivalent control group design (Stanley and Campbell, 1963), was selected. Although

this design does not have the obvious research advantages afforded by randomization, many researchers advocate such an approach because it more accurately reflects real-life environments as well as the natural characteristics of learners (Snow, 1974).

## Career Development Interventions

### Career Decision Battery

Students who opted for the career decision battery completed a series of interest, ability, personality and career maturity instruments. Counselors selected this battery after an in-depth literature review and extensive field testing of potential instruments. Basically, the career decision process had five components.

1. Intake Interview - Students met with a counselor to discuss career development, the career decision making process, and their needs and goals. Demographic data were gathered at this time.

2. Test Selection and Administration - In collaboration with the student, the intake counselor selected appropriate measurement instruments on the basis of student needs, goals and demographic characteristics. Usually, one instrument was selected from each of the following categories: personality, interest, value clarification, aptitude and career maturity. Assessment Center staff assisted students to complete each instrument.

3. Scoring and Counselor Assignment - Assessment Center staff either scored each instrument or sent it off campus to be computer scored (MBTI, SCII, CAI). Once all instruments completed by a student were scored, the Assessment Center Coordinator assigned the battery to a counselor for interpretation.

4. Interpretation/Facilitation of Career Development - Trained counselors worked with students in small groups (6-8 participants) or individually to interpret the results and help students understand how the psychological variables fit into various world-of-work models. The model for this interpretation was a facilitative one as advocated by Super (1957).

5. Follow up and Referral - After the career decision battery was interpreted, counselors assisted students to identify the next step in the career development process and continued to work with students as they completed units in CHOICES or DISCOVER, worked in the Career/Placement Center, took additional tests, participated in one or more job shadows, etc.

### Life-career Planning Class

Students who registered for the three credit life/career planning class also completed the career decision battery, units on self awareness, value clarification, occupational information and resources, computerized career information systems, goal setting, decision making and job search skills. All life-career planning sections were taught by counselors, each of whom used the same text, followed a standard course outline and adhered to non-punitive grading procedures.

**CONTROL GROUP**

Fifty-one college credit students who had not selected a major participated in neither the credit class nor the career decision test battery served as a control group for the study.

**CRITERION MEASURES**

Two criterion measures were used in this study: the Career Decision Scale (Osipow, Carney, Winer, Yanico and Koschier, 1976) and the Career Development Measure, developed by the authors. Consisting of 19 Likert-type items, the Career Decision Scale (CDS) measures career decidedness. Questions 1 and 2 (CDS1) measure certainty of career choice and college major, while questions 3 through 18 (CDS2) allow the respondent to rate indecision factor. Item 19 encourages the respondent to clarify or to expand upon previous responses. CDS test/retest correlations range from .70 to .90. Several studies report significant changes in student CDS scores after involvement in career development activities, as well as significant correlations between the CDS and other career development instruments (Osipow, 1980). Lower scores on items 1 & 2 indicate career indecision. Higher sums on items 3-18 indicate greater career indecision. Data for both items 1 & 2 and 3-18 were analyzed.

Consisting of 15 Likert-type items, the Career Development Measure (CDM) measures attitudes about careers, college majors and the degree of decisiveness for each attitude. The CDM has a test/retest reliability score of .89 and high content validity since items were developed and field tested by career counselors. Higher total scores in the test indicate less career development.

Criterion measures were administered before and after career development interventions. All undecided students completed the instruments during orientation. Students in life/career planning completed posttest instruments during the last two weeks of classes. Students completing the career decision battery took posttest instruments at the end of the term during which a counselor interpreted the battery and provided follow-up activities. control group students were post-tested at the end of the term.

**RESULTS**

Data were complete on 148 students (60 life/career planning, 45 career test battery and 43 control). Box plots nonparametric (chi square and sign test) and parametric (multivariate ANOVA and post hoc Tukey procedures) statistics were used to analyze the data. Box plots give a graphic presentation of data results (Table I). The box plots display the trends toward gains in career decision and career development for the experimental groups and in the opposite direction for the control group. In addition, the experimental group box plots depict less range among experimental group members while control group members show greater range.

Chi square results were determined by comparing each student's pretest and posttest scores on each instrument and assigning results to one of three categories: 1) moved toward career decision, 2) stayed constant or 3) moved in an undecided direction. The Ns for each of these three categories

for the pretest and posttest measurements are displayed in Table II along with chi square analysis.

The sign test (Bartz, 1988) allowed further nonparametric analysis. As with chi square, each student's pretest and posttest scores were assigned a sign: 1) "+" if movement was toward career decision, 2) "=" if scores remained the same, or 3) "-" if the student moved toward indecision. The Ns (students) were totaled for each categomx and tested for significance using the sign test. Table III presents these data.

Because multiple treatment groups (life/career planning, career decision battery and control) and multiple dependent variables [CDS1 (questions 1-2) pre and post, CDS2 (questions 3-18) pre and post and CDM pre and post] were used, the multivariate analysis of variance (MANOVA) was used to help evaluate the data and yielded significant differences at the .01 level. to further examine the data, univariate analyses were computed for each dependent variable, CDS1, CDS2, and CDM obtaining significant (.01) F ratios for each.

Since MANOVA yielded differences at the .01 level, attention was focused on comparing group means to identify the location of significant differences. Using Tukey's procedure, 16 pairs of means were compared to locate significant differences. Table IV presents these data.

Career-Decision - When data were analyzed for career decision, large differences in the direction toward more decided occurred for the two experimental groups (life/career planning Mean from 38.1 to 31.8; career test battery Mean from 38.5 to 31.1) while the control group moved in an undecided direction (Mean from 31.3 to 32.3) on the CDS 2.

Career Development - When data were analyzed for career development, large differences in the direction toward more career development occurred for the two experimental groups (life/career planning Mean from 47.5 to 30.5; career test battery Mean fw 50.8 to 35.5). The control group had a change in the opposite direction toward less career development (Mean from 38.4 to 40.9).

**DISCUSSION**

Data indicated that both a life/career planning class and the completion of a career test battery assisted students to become more decisive in relation to career choice. Data also indicated that students in life/career planning classes changed more significantly in relation to career development than students who completed the career choice battery. The authors attributed this difference to three factors: (1) life/career planning counselors focused on personal growth as well as career development, while counselors who interpreted the career choice battery stressed the career decision making process; (2) the CDS primarily measured one facet of career development, career decision making, while the CDM attempted to measure the entire career development process; and (3) career maturity is a function of personal development, an area that can only be explored in depth in an on-going class or counseling relationship. Although this study suggested that a life/career planning class provided more opportunity for

career development, counselor interpretation of a career choice battery would be an acceptable alternative when departments are faced with money, time and personnel limits.

One unexpected result of this study was the discovery that many students in the control group became more undecided as the semester progressed. CDS and CDM box plots graphically demonstrated that the career maturity pattern of students who elected not to participate in any career choice intervention became more scattered and less focused. Although a few control group students recorded an increase in some aspects of career maturity, most reported increased confusion and uncertainty in relation to selecting a major, understanding themselves and/or setting a direction in life. Chi square analysis of CDM results demonstrated that nearly two-thirds of the control group became less decided as the semester progressed, while MANOVA results approached significance in the indecision direction in two of the three areas studied (CDS2 and CDM). Apparently any counseling intervention was better than no counseling intervention, and undecided students who did not participate in some type of career development activity became even more undecided.

Undecided community college students responded positively to these two types of career counseling interventions. An ongoing life/career planning class correlated highly with significant increases in career maturity. In the absence of a counseling intervention, undecided community college students became more confused and less focused. These findings raise challenging questions for the counselor and the college administrator: Should community colleges require undecided students to participate in some type of career counseling activity? Does the absence or limited availability of career counseling at some institutions contribute to the high drop-out rate among undecided students? Does retention start with career counseling? Additional studies are needed to discover the answers.

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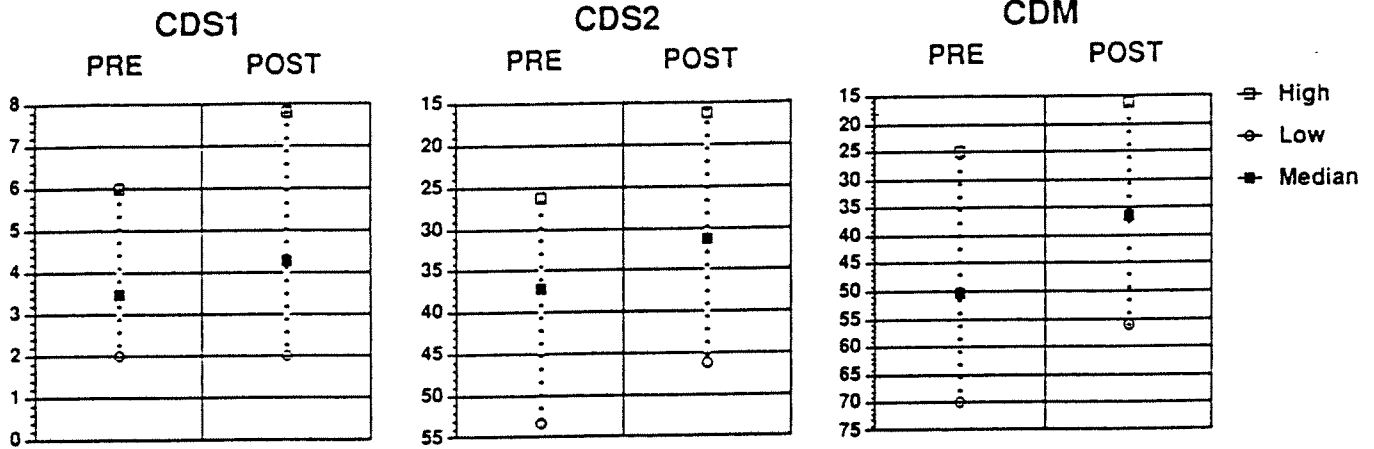
# TABLE 1
## BOX PLOTS



Career Test Battery Group
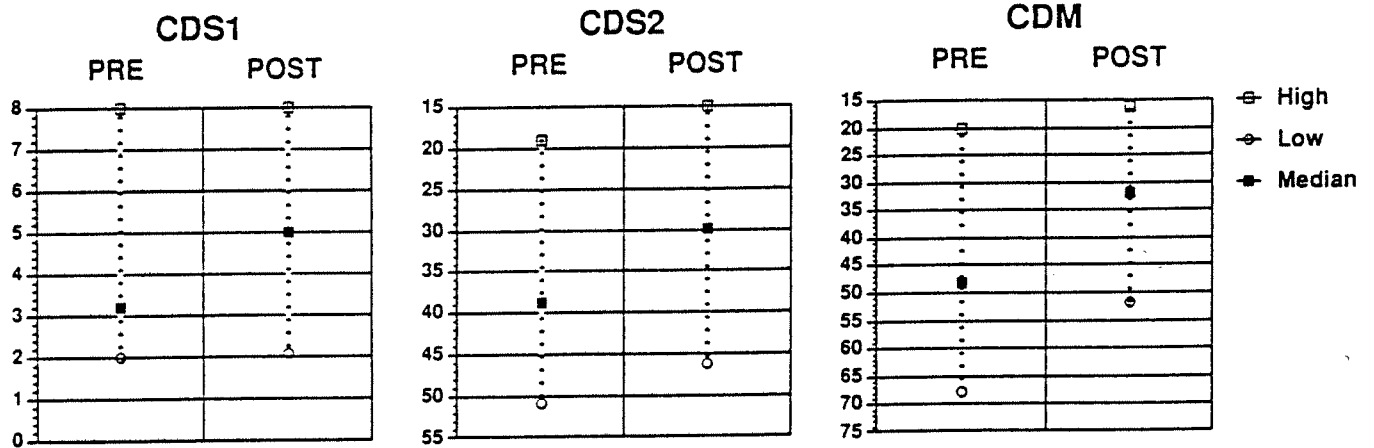
Life Career Planning Group
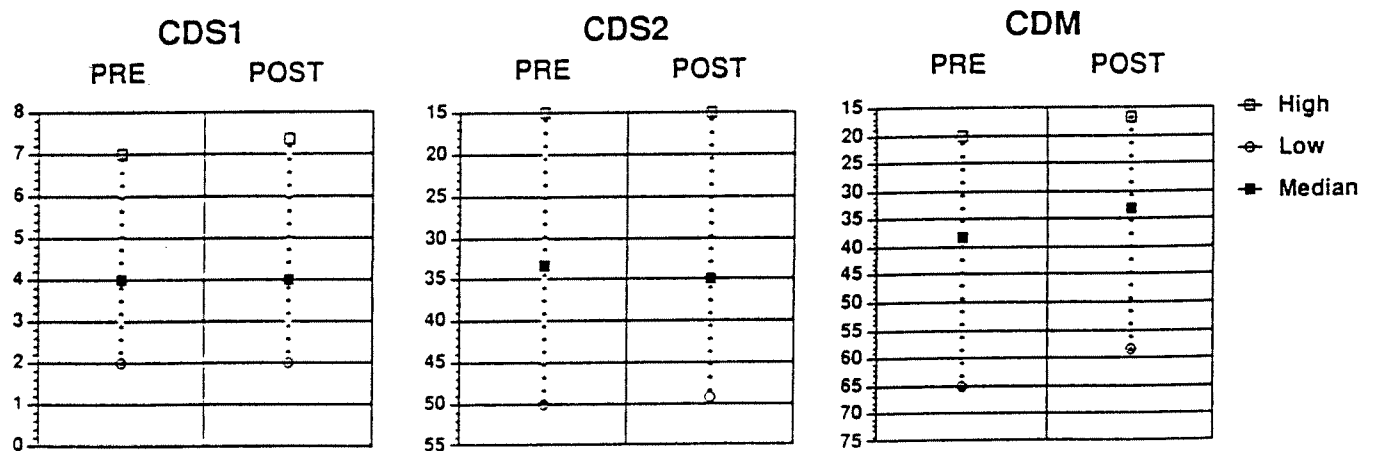
Control Group

# TABLE 2
## CHI SQUARE

### CDS1 Certainty Scale

| | More Decided | Stayed Constant | Less Decided |
|---|---|---|---|
| Career Test Battery (N=45) | 29 (64.4%) | 9 (20.0%) | 7 (15.6%) |
| Life/Career Planning (N=51) | 41 (80.4%) | 5 ( 9.8%) | 5 ( 9.8%) |
| Control (N=39) | 16 (41.0%) | 11 (28.2%) | 12 (30.8%) |

$Chi^2 = 71.69^{***}$   df = 4(R-1) (C-1)

### CDS2 Indecision scale

| | More Decided | Stayed Constant | Less Decided |
|---|---|---|---|
| Career Test Battery (N=45) | 33 (73.3%) | 2 ( 4.4%) | 10 (22.2%) |
| Life/Career Planning (N=51) | 34 (66.7%) | 4 ( 7.8%) | 13 (25.5%) |
| Control (N=39) | 13 (33.3%) | 4 (10.3%) | 22 (56.4%) |

$Chi^2 = 74.88^{***}$   df = 4(R-1) (C-1)

### CDM

| | More Decided | Stayed Constant | Less Decided |
|---|---|---|---|
| Career Test Battery (N=45) | 40 (81.6%) | 3 ( 6.2%) | 6 (12.2%) |
| Life/Career Planning (N=51) | 57 (96.6%) | 0 ( 0%) | 2 ( 3.4%) |
| Control (N=39) | 15 (35.7%) | 0 ( 0%) | 27 (64.4%) |

$Chi^2 = 184.2^{***}$   df = 4(R-1) (C-1)

* p sign  .05
** p sign  .01
*** p sign  .001

# TABLE 3
## THE SIGN TEST

### CDS1 Certainty Scale

|  | + | = | - | N | x |
|---|---|---|---|---|---|
| Career Test Battery (N=45) | 29 | 9 | 7 | 36 | 7* |
| Life/Career Planning (N=51) | 41 | 5 | 5 | 46 | 5** |
| Control (N=39) | 16 | 11 | 12 | 28 | 12 |

### CDS2 Indecision scale

|  | + | = | - | N | x |
|---|---|---|---|---|---|
| Career Test Battery (N=45) | 33 | 2 | 10 | 43 | 10* |
| Life/Career Planning (N=51) | 34 | 4 | 13 | 47 | 13* |
| Control (N=39) | 13 | 4 | 22 | 35 | 13 |

### CDM

|  | + | = | - | N | x |
|---|---|---|---|---|---|
| Career Test Battery (N=49) | 40 | 3 | 6 | 46 | 6** |
| Life/Career Planning (N=59) | 57 | 0 | 2 | 59 | 2** |
| Control (N=42) | 15 | 0 | 27 | 42 | 15 |

* p sign .05
** p sign .01
*** p sign .001

# TABLE 4
## TUKEY'S PROCEDURE / COMPARING MEANS

### CDS1

| | $\bar{X}_†$ | $\bar{X}_{††}$ | q |
|---|---|---|---|
| Career Test Battery Pretest † & Posttest †† | 3.36 | 4.36 | 4.02* |
| Life/Career Planning Pretest † & Posttest †† | 3.49 | 5.24 | 7.65** |
| Control Pretest † & Posttest †† | 4.27 | 4.55 | 1.08 |
| Career Test Battery Posttest † & Life/Career Planning Posttest †† | 4.36 | 5.24 | 3.71 |
| Life/Career Planning Posttest † & Control Posttest †† | 5.24 | 4.55 | 2.80 |
| Career Test Battery Posttest † & Control Posttest †† | 4.36 | 4.55 | .75 |

### CDS2

| | $\bar{X}_†$ | $\bar{X}_{††}$ | q |
|---|---|---|---|
| Career Test Battery Pretest † & Posttest †† | 38.56 | 31.16 | 5.78*** |
| Life/Career Planning Pretest † & Posttest †† | 37.26 | 31.60 | 4.85*** |
| Control Pretest † & Posttest †† | 32.05 | 33.33 | .95 |
| Career Test Battery Posttest † & Life/Career Planning Posttest †† | 31.16 | 31.60 | .37 |
| Life/Career Planning Posttest † & Control Posttest †† | 31.60 | 33.33 | 1.37 |
| Career Test Battery Posttest † & Control Posttest †† | 31.16 | 33.33 | 1.65 |

### CDM

| | $\bar{X}_†$ | $\bar{X}_{††}$ | q |
|---|---|---|---|
| Career Test Battery Pretest † & Posttest †† | 48.94 | 35.47 | 8.21*** |
| Life/Career Planning Pretest † & Posttest †† | 46.98 | 30.34 | 11.13*** |
| Control Pretest † & Posttest †† | 37.88 | 41.34 | 1.95 |
| Career Test Battery Posttest † & Life/Career Planning Posttest †† | 35.47 | 30.34 | 3.27 |
| Life/Career Planning Posttest † & Control Posttest †† | 30.34 | 41.34 | 6.70*** |
| Career Test Battery Posttest † & Control Posttest †† | 35.47 | 41.34 | 3.43 |

* p sign .05
** p sign .01
*** p sign .001

# ENROLLED STUDENT PERCEPTIONS OF MATHEMATICS SKILLS ASSESSMENT AND COURSE PLACEMENT

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## PREFACE

The purpose of this report is to present the results of primary research conducted at the College of San Mateo (CSM) during the Spring 1992 semester. This research was designed to obtain information about **enrolled** student perceptions of CSM's mathematics skills assessment and course placement procedures. Specific objectives of this research were:

1) to assess the level of student satisfaction with the mathematics placement tests and the accompanying course placement recommendations;

2) to determine the extent to which students found placement test information and course placement useful to their educational planning;

3) To determine the extent to which various demographic and personal characteristics affect student perceptions of placement tests and course recommendations; and

4) to recommend methods by which CSM can more effectively and efficiently provide students with valid and reliable skills assessment and proper course placement.

The results of this research are presented in the following report.

## INTRODUCTION

CSM expends considerable effort and resources in assisting students to acquire the mathematical skills necessary for academic success. The range of mathematics courses offered at CSM is extensive: remedial arithmetic review to differential equations, linear algebra, and vector calculus. This curriculum consists of a sequence of courses, each with specific topics and mathematical operations to be learned. Students who have not acquired adequate skills and understanding at one course level will find it exceedingly difficult to comprehend the course content in the next.

Equally broad in scope are the varying skills and academic preparation of CSM students. Prior to enrolling, some students may be unaware of their mathematics skills deficiencies and may feel they are qualified to enroll in courses or programs for which they are unprepared. Without proper mathematics skills assessment, unprepared students would do poorly in their coursework and some might drop out of college entirely. This situation poses a significant challenge: to assist matriculating students to select the appropriate level of mathematics coursework to maximize their educational opportunities.

To measure student readiness for mathematics coursework, CSM employs the Mathematics Diagnostics Testing Project (MDTP) examination. The MDTP consists of four diagnostic tests designed to assess students level of mathematics proficiency: Test 1 (Pre-Algebra), Test 2 (Elementary Algebra), Test 3 (Intermediate Algebra), and Test 4 (Pre-Calculus). The adequacy of the mathematics course placement advice yielded by the MDTP is a subject of considerable interest to CSM faculty, counselors, and administrators. This report presents a summary of research on CSM student attitudes toward the MDTP.

## METHODOLOGY

To address from one perspective the question of how well the MDTP serves students, a self-administered survey questionnaire was designed to probe student opinion about mathematics diagnostic testing and course placement. The questionnaire was distributed by CSM mathematics faculty during the Spring 1992 term to 503 students enrolled in various levels of mathematics courses. Classes were randomly selected to ensure that a broad cross-section of students and course offerings was included. Included in the survey are a mix of day and evening classes; full- and part-time faculty; and courses ranging in skill level from arithmetic review to calculus with analytic geometry. In addition, a telephone survey employing identical questions to those in the classroom survey was conducted during the Spring 1992 term of a randomly selected sample of 100 enrolled CSM students.

## SURVEY RESULTS: STUDENT PERCEPTIONS OF MATHEMATICS ASSESSMENT AND COURSE PLACEMENT

An overwhelming majority of students indicated that the mathematics assessment and accompanying placement recommendations were both beneficial and accurate. As Figure 1 indicates, slightly more than three-quarters (75.2%) of respondents indicated that the MDTP placed them in the appropriate level mathematics course.

In addition to believing that they were placed in coursework best suited to their skills, students had positive feelings about the usefulness of the MDTP to their own personal assessment of their quantitative abilities and in planning their educational curriculum. As Figure 2 indicates, 77.4% of students felt that MDTP results were of some utility; nearly one-half (44.8%) felt that the results were either extremely helpful or helpful.

Student perceptions of the accuracy and utility of the MDTP were also remarkably consistent for the following variables that might influence student responses: ethnicity, gender, enrollment status (full-time vs. part-time), educational objectives (transfer vs. non-transfer), recency of prior

mathematics coursework, and MDTP test level (Test 1, 2, 3 or 4).

The consistency of student opinion is revealed by an examination of Table 1. One might expect to find students who perceive their own quantitative skills as superior or very good prior to enrolling at CSM to be critical of any standardized test results. However, survey data indicate consistency of positive student opinion toward the MDTP, regardless of self-perceptions (i.e., superior, very good, medium, fair, or poor). This also suggests that survey respondents answers reflect genuine and sincere attitudes.

For purposes of comparison and a reliability check on questionnaire responses, a telephone survey was conducted during the Spring 1992 term of a randomly selected sample of 100 CSM students. Telephone respondents were asked identical questions contained in the classroom survey regarding the accuracy and utility of math placement tests results. The results of the telephone survey corroborate the findings of the classroom study. This data indicates extremely high levels of student support for the MDTP: 68.6% of respondents felt that the MDTP provided and accurate assessment of their mathematics skills. In addition, more than two-thirds (67.2%) of respondents indicated that the test scores were useful to their educational planning.

A comparison of women and men respondents indicate a 10% difference in opinion regarding MDTP test accuracy: 79.7% of women vs. 69.8% of men. Similarly, there is very little gender difference in respondents' attitudes regarding the usefulness of MDTP course placement recommendations.These data indicate less than a 1.0% difference between men and women: 77.4% versus 78.3%.

Ethnic differences in student attitudes regarding the MDTP are relatively minimal. Positive accuracy ratings are as follows: 79.4% for Hispanics; 78.3% for Whites/Others; 70.0% for Blacks; 69.7% for Asians/Pacific Islanders; and 63.2% for Filipinos. Ethnic variations among respondents regarding the usefulness of the MDTP placement recommendations range from a positive rating of 74.2% for Whites to 100% for Blacks. Although all ethnic groups have accorded very high positive evaluations of the usefulness of the MDTP, future research will explore the 25% range in variation by ethnicity.

The positive effect of the MDTP assessment process is perhaps best summarized by the comments of a student enrolled in MATH 200 (Elementary Probability and Statistics) who originally began CSM coursework in MATH 811 (Arithmetic Review):

*When I first received my placement test report I was mad. I felt like I should have started with at least algebra. But barely made it through 811 and now I am doing pretty well in math and will transfer to CSU Hayward next year. I really needed to brush up on my basic math before taking algebra.*

CONCLUSION

With science and technology continuing to play increasingly significant roles in society, it is important that all students, not just those who show special talent or interest, understand mathematics. Many students, specially those unfamiliar with higher education, do not fully anticipate the level of quantitative knowledge required for success in mathematics and science courses. The findings of this study strongly suggest that, from the students' point of view, the MDTP serves as an accurate tool for diagnosing the competencies necessary for success in mathematics coursework. And, to the extent that it serves as an accurate diagnostic tool, the MDTP assists students in the realization of their educational and occupational objectives.■

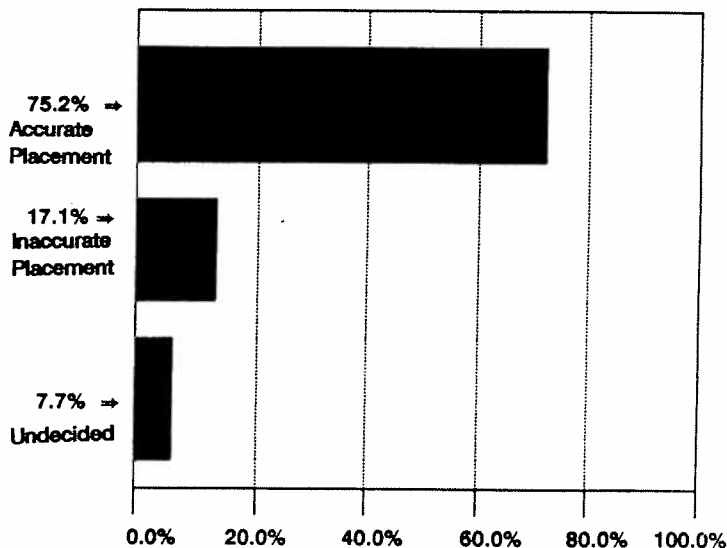**Figure 1**
**STUDENT OPINION OF MATH COURSE PLACEMENT ACCURACY**



**Figure 2**
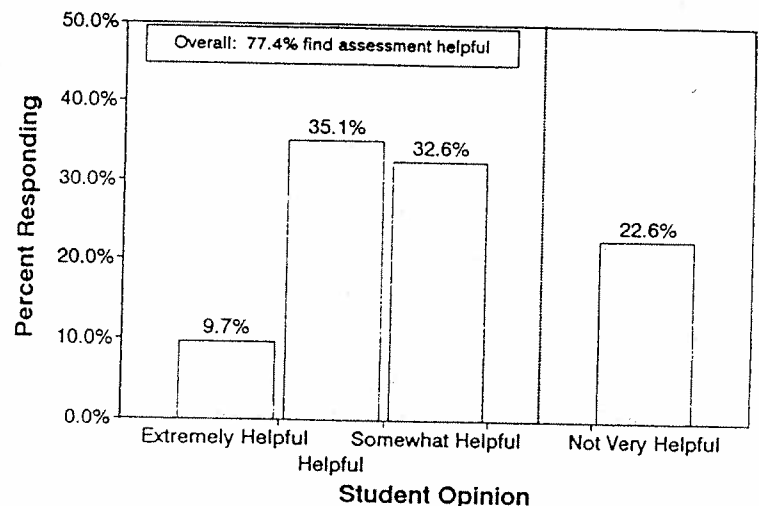**STUDENT OPINION OF USEFULNESS OF MATH ASSESSMENT FOR EDUCATIONAL PLANNING**

## TABLE 1
## SELF-EVALUATION OF MATH SKILLS AND PERCEPTION OF MATH PLACEMENT ACCURACY

| Self-evaluation of Math Skills | Student Perception of Math Placement | | |
|---|---|---|---|
| | Accurate Placement | Inaccurate Placement | Undecided |
| Superior | 73.3% | 26.7% | 0.0% |
| Very Good | 71.0% | 24.4% | 4.6% |
| Medium | 75.0% | 15.3% | 9.7% |
| Fair | 79.7% | 10.1% | 10.1% |
| Poor | 77.3% | 13.6% | 9.1% |

## ENABLING FIRST GENERATION COMMUNITY COLLEGE STUDENTS TO ACHIEVE SUCCESS

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Community colleges throughout the nation continue to experience a huge influx of first generation college students. These students bring with them certain anxieties, aspirations, expectations, mind sets, and concerns that require intrusive intervention if they are to persist and achieve their educational/career goals.

Ready access to higher education has opened the doors for an increasing number of first generation, underprepared college students, the majority of whom belong to ethnic minority groups of lower social class who are on the bottom rung of the economic ladder. Their parents are in most instances relatively uneducated, and the students have had little if any, realistic exposure to the world of work. In all likelihood, they attended sub par public schools, or have at least been influenced by "less than ideal" academic motivation or excellence. Through years of academic failure, their self-steem has been eroded. this, coupled with the fact that this cohort of students typically receive little or no encouragement from parents, teachers, or peers, produces a profound negative impact on self-motivation and self-confidence, causing the first generation college student's expectation of his or her ability to learn and experience success at a community college to be considerable lower than that of the traditional student.

Although research indicates that these students exhibit a lack of career goals, it is our contention that in many instances, they exhibit very strong career goals. However, career goals are often extremely unrealistic. These goals have often been pulled from a "pie in the sky" mentality and embellished with fantasy rather than fact. More often than not what knowledge this population of students do possess relevant to the world of work is distorted by hours of television viewing.

It is the responsibility of career-planning professionals to be proactive in removing the blinders that many of these first generation community college students are wearing when they begin their educational experience in community colleges.

In response to this critical need, a course titled "General Reasoning Skills (IDS 100)" was recently implemented into the curriculum at Midlands Technical College. Initial data is very promising relevant to the course's usefulness in enabling these high-risk students to persist in the classroom.

Like many such courses in place at two-and four-year institutions throughout the nation, IDS 100 is structured in a manner that fosters close contact between the instructor and individual class member, limiting classes to no more than eighteen students. IDS 100 differs from similar courses in that it places considerable emphasis on realistic educational and career planning and its relationship on self-awareness. It fills a critical need for our lowest academically prepared students, who for the most part exhibit the characteristics alluded to earlier that are typically associated with first generation college students. We have found that the majority of this group of students are very cognizant of their lack of preparedness relevant to selecting an educational major. There also appears to be a tendency on their part to feel powerless over personal and academic endeavors, and an overwhelming desire to understand themselves more fully.

The primary purpose of IDS 100 is to give high risk students an opportunity to explore the world of work as it relates to their individual interests, abilities, aptitudes and personalities. Journal entries are required as homework for each class session to assist these students in sorting out their "revised" perceptions, to digest the new information discovered, and to evaluate the personal impact of this data on their futures. The culmination of the class is for students to prepare a fairly extensive written report on their choice of educational/career goals. Students are required to utilize information gleaned from DISCOVER for Colleges and Adults, test/inventory results, the Occupational Outlook Handbook, the Encyclopedia of Careers and Vocational Guidance and other related sources in preparing their written reports. They are also required to interview at least one person who is currently employed in the occupational field or fields they are considering. Copies of the interview questions and responses are attached to their final reports.

Students evaluate themselves utilizing the LASSIE and Tennessee Self-Concept Test, and most came to the startling and welcome realization that they personally have the ability to recognize individual strengths as well as pinpoint specific rather than global weaknesses. Other instruments utilized to

facilitate realistic career planning and decision making include the Self Directed Search and the Myers Briggs Type Indicator.

A young male enrolled in IDS 100 who at first refused to participate without prompting and seldom completed assigned course work, made the following written comments at the end of the term: "The course was very interesting. I found myself asking questions about myself to me instead of asking questions to others."To the class he said: "For the first time in my life, I feel that I'm in the driver's seat. I can answer questions and make decisions about my life."

While we currently have no conclusive proof of the course's long term impact on student success and realistic educational/career decision making, preliminary data is exciting. In a pilot study one hundred percent of students enrolling in IDS 100 completed the course. Ninety-five percent of this pilot group obtained grades of A or B. Longitudinal studies are currently underway to determine the full impact of the course's effectiveness on student retention. Those of us who have been a part of the IDS 100 program are convinced that by enhancing this group of students' self awareness, and

providing them valid data and information pertaining to the "World of Work," more realistic goals will result, thus positively impacting student retention.

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# Are Community College Counseling Duties in Agreement with Institutional Mission?: Perceptions from Three Campus Groups

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Community college counselors are, for the most part, advisors, student service administrators, and personal and career counselors (Creamer, 1983). However, possibly due to conflicting expectations from various campus groups and continued expansion of the community college counselor role (Carroll & Tarsuk, 1991), the value to the institution for counselors fulfilling all of these functions is becoming increasingly questioned (Coll & House, 1991).

London (1977), Cohen and Brawer (1989), and Seidman (1985) all doubt that community college leaders and counselors have similar perceptions concerning counselors' contributions to institutional mission. Robbins (1983) also wonders whether community college counselors' perceptions of their own contributions to colleges are similar to he expectations and perceptions of counseling contributions from others in the college.

Insight to these queries seems important, as Robbins (1983) sees the key to viable counseling services tied directly to institutional clarity of counseling practices. Only then he believes "will community college counseling ever be able to become well-established" (p. 15). Elsner and Ames (1983) agree, and stress the importance for counselors to reduce the mystery of their jobs, as they contend that the relationship between counseling services and mission "must be clearly defined and enhanced if counseling services are to survive budget cuts" (p. 158).

The purpose of this study, then, was to gain insight into these questions by identifying and investigating the perceptions of three campus groups: leaders (deans of students and presidents), student service co-workers that are not counselors, and counselors. The following research question is addressed: Are there any significant differences between counselors, community college presidents and deans of students, and non-counseling student services workers in perceptions of how counselor time spent agrees or disagrees with the institutional mission?

## METHOD

As indicated, three groups were used in this study. Group I, called Leaders, included all community college presidents and deans of students from a northwestern state in the United States. Group II, called Co-Workers, included all state community college financial aid directors, registrars and/or admissions directors, student activities directors, and career placement directors. Group III, called Counselors, included all state community college counselors and directors of counseling.

The Community college Counselor Questionnaire (CCCQ) was used to gather demographic and duties related to mission information. This questionnaire, developed by the researcher, strictly adhered to survey and questionnaire development procedures outlined by Dillman (1978), and was sent to all groups. Each participant in all groups was mailed the CCCQ

and asked how sure they were that the counseling duties of academic advising, career counseling, personal counseling, teaching, testing, researching, supervising, and administrative tasks were in agreement with institutional mission. Demographic and other questions pertaining to ethnic background, age, educational background, experience, and time spent on typical duties were also included for counselors. Of those surveyed, 25 of 36 leaders responded, 38 of 57 co-workers responded, and 66 of 85 counselors responded for an overall return rate of 69%.

For the purpose of this study, academic advising is defined as imparting academic and curricular information to students; career counseling is defined as helping students explore career interests, values, and options; personal counseling is defined as helping students explore self defeating behaviors and attitudes and supporting change of such behaviors and attitudes; teaching is defined as instructing students for college credit; testing is defined assessing students related to college course placements; researching is defined as compiling and analyzing data/information related to accountability and/or evaluation of services offered; supervising is defined as leading and managing others (professionals and/or student workers); and administrative tasks are defined as paperwork, meetings, and correspondence related to one's duties.

RESULTS

The results of the demographic and other questions posed to counselors showed that the typical counselor from this sample was caucasian and about 48 years of age. This counselor had earned a masters degree in counseling and has had 11 years experience in the present job. The typical counselor spent about 13 hours per week performing academic advising (about 11 hours in individual settings, and about 2 hours in group settings), 7 hours per week doing career counseling (about 6 hours in individual settings, and about 1 hour in group settings), 5 hours per week performing personal counseling (about 4 hours in individual settings, and about 1 hour in group settings), 4 hours per week in administrative tasks, and about 1 and one half hours per week for teaching, 1 and one half hours for testing, and one hour per week for supervising.

The community college counselors described in the sample were demographically very similar to those described in Marybell Keim's (1988) national survey of community college counselor characteristics. The similarities included ethnic background, age, educational level and degree, years of experience on the job, job duties and time spent on duties.

The research question, "Are there any significant differences among counselors, leaders, and co-workers in their perceptions of how counselor time spent agrees or disagrees with institutional mission?" was investigated using the chi square method (p value was set at p<.05). Significant differences were found between groups concerning personal counseling, teaching, testing, supervising and performing administrative tasks.

As indicated in Table 1, only 56 percent of the co-workers

thought counselor time spent on personal counseling agreed with the institutional mission (p=.0016), as compared to 80 percent of the leaders and 84 percent of the counselors. Just 66 percent of the co-workers saw counselor teaching load as in agreement with institutional mission (p=.0001). Yet, 79 percent of the leaders and 90 percent of the counselors saw the counselor teaching function as in agreement with the mission. Similarly, 66 percent of the co-workers thought counselor's time performing testing agreed with mission, as compared to 75% of the leaders and 89% of the counselors (p=.0001).

Only 50% of the co-workers saw mission agreement with counselor time spent on supervising as compared to 79% of the leaders and 88% of the counselors (p=.0016). Concerning administrative tasks, just 50% of the co-workers saw agreement as compared to 75% of the leaders and 88% of the counselors (p=.0016).

Although there were no significant difference between leaders and counselors on duties related to mission agreement, one-fourth of the leaders were not sure how counselors duties of teaching and testing related to mission agreement. Also, one-fifth of the leaders disagreed or were not sure about counselor duties as related to institutional mission for personal counseling, supervising, and administration. Generally, counselors were sure all of their duties were in agreement with the institutional mission, with the least agreement for personal counseling (84%), and performing administrative tasks (82%). There were no significant differences between the groups related to counselor time spent and mission agreement for academic advising, career counseling, and researching, as all perceived these tasks were in high agreement with institutional mission.

The results of this study suggest that many student services co-workers question the value of the counseling functions of personal counseling, teaching, testing, supervising, and administrative tasks as related to institutional mission. This finding supports Carroll & Tarsuk's (1991) and Coll and House's (1991) assertions, as there appears to be some conflicting expectations and questioning from co-workers about the appropriateness of these counseling duties as related to the institution. There was no significant questioning from any groups about the counseling duties of academic advising, career counseling and researching in fitting the institutional mission.

The results of this study did not substantially support the notions from with London (1977), Cohen & Brawer (1989), and Siedman (1985), as leaders do not significantly disagree with counselors concerning counselors' contributions to institutional mission. However, leaders were not as confident as counselors with the agreement to mission for any of the counseling duties.

Results from this study do seem to bear out the premise from Robbins (1983) that counselors have different perceptions of their own contributions to the college as related to others' perceptions of counseling contributions. Perceptions

of personal counseling, teaching, testing, supervising, and performing administrative tasks as related to mission were significantly different between counselors and their student services co-workers.

**DISCUSSION**

A significant number of the student services co-workers were unsure or disagreed with counselors related to the counseling duties of personal counseling, teaching, testing, supervising, and performing administrative tasks as being in agreement with the institutional mission. Conversely, counselors generally were very sure there is mission agreement with these activities. This is particularly alarming because arguably, these professionals work more closely with counseling services than any other campus groups. Research suggests that this is unhealthy for community college student services. According to Van Sell, Brief, and Schuler (1981) when groups working closely with one another have significantly different perceptions related to duties, less productivity and effectiveness for both groups is the result.

A possible solution is found in Alice Thurson's writings about community college counseling. Thurston (1983) sees the fate of counseling, not in the hands of budget slashers but within counselors' own control. She indicates that counselors must build campus relationships, and continually discuss their priorities as related to institutional mission, in order to solidify their role as a viable one within the institution. This is particularly important in light of the results of this study. Indeed, such action could enable counselors to better survive budget cuts through building more college-wide respect because of greater institutional clarity of counseling services, and reducing the current mystery surrounding their jobs, as discussed by Elsner and Ames (1983).

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**TABLE 1. CHI SQUARE ANALYSIS OF SIGNIFICANT DIFFERENCES FOR COUNSELOR DUTIES AND MISSION AGREEMENT**

Mission and personal counseling (significance = .0016)

|  | N=25 Leaders | N=38 Co-workers | N=66 Counselors |
|---|---|---|---|
| agreement= | 80% | 56% | 84% |
| disagreement= | 10% | 17% | 14% |
| not sure = | 10% | 27% | 2% |

Mission and teaching (significance = .0001)

|  | N=25 Leaders | N=38 Co-workers | N=66 Counselors |
|---|---|---|---|
| agreement= | 75% | 66% | 89% |
| disagreement= | 0% | 10% | 5% |
| not sure = | 25% | 24% | 6% |

Mission and testing (significance = .0001)

|  | N=25 Leaders | N=38 Co-workers | N=66 Counselors |
|---|---|---|---|
| agreement= | 75% | 66% | 89% |
| disagreement= | 0% | 10% | 6% |
| not sure = | 25% | 24% | 5% |

Mission and supervising (significance = .0016)

|  | N=25 Leaders | N=38 Co-workers | N=66 Counselors |
|---|---|---|---|
| agreement= | 79% | 50% | 88% |
| disagreement= | 11% | 21% | 4% |
| not sure = | 11% | 29% | 8% |

Mission and administrative tasks (significance = .0016)

|  | N=25 Leaders | N=38 Co-workers | N=66 Counselors |
|---|---|---|---|
| agreement= | 75% | 50% | 82% |
| disagreement= | 15% | 32% | 6% |
| not sure = | 10% | 18% | 13% |

# PRE-CONVENTION PROGRAM - ACPA
Theme: Community College - Student Development
Alive and Well/Dynamic
Staggering and Aging
Saturday, March 27, 1-4 or 2-5 pm (3 hours)

What is the status of Student Development philosophy and concepts when translated into programs and services? Community colleges across the country have explored and adopted aspects of T.H.E. (Tomorrow's Higher Education) concepts and program strategies as advocated by O'Banion, Creamer and others.

Community colleges have recently been through a series of transitions with modifications in personnel assignments, counselor roles and functions. These changes have resulted from external environmental impacts such as demographic shifts (especially diversity) and legislative mandates; i.e. required assessments/student tracking.

**Program:**

A management team of a president, chief instructional officer and chief student services officer from two community colleges will review their experiences applying Student Development concepts to the total institution operations.

Each institutional team will describe how internal and external forces have effected their college's programs and plans.

College teams will be from Paradise Valley College (Maracopa District - Arizona) and Johnson County Community College (Kansas).

Reaction and response to these institutional presentations will be made by Dr. Don Creamer of Higher Education Professor, Virginia Polytechnic Institute and State University and Dr. Steve Helfgot, Counselor, Cerritos College, California.

The Program Moderator will be Ronald J. Steinke, Dean of Counseling and Student Development, Fullerton College (California).

Members of the audience will be encourager to ask questions and share experiences.

## ACPA CONVENTION, KANSAS CITY
### COMMISSION XI ACCEPTED PROGRAMS

1) Exploring Values Held by Community College Faculty/Student Services, Ralph Ford, Monroe County Community College, MI
2) Integrating Common Goals in Uncommon Ways: Student Development at a MultiCampus Community College, Elaine Turner, Valencia Community College, CA
3) Institutional Effectiveness: Threats and Opportunities for Student Affairs, Maggie Culp, Seminole Community College, FLA

## Award Winner

Best session award winner from the Interassociation Conference: THE COMPETITIVE EDGE: Empowering Student to Become Leaders. Tari Grigsby, Broward Community College, Fla. *Congratulations.*

**ELEVEN UPDATE**

**MACOMB COMMUNITY COLLEGE**

South Campus
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