ELEVEN UPDATE

Face Your Tiger

Technology And Student Development

- Technology presents both opportunities for, and threats to, professionals in student development. This issue of *Eleven Update* turns its attention to issues which two-year colleges must face squarely.

- Inside you'll find examples of how some of our colleagues have embraced technology in a way that has enhanced services to students. Please share your "success stories" in future editions of *Eleven Update*.

Notes From the Chair. . .

Let Us Hear From You!

❏ We are fast approaching the 1996 A.C.P.A. Convention which will be held March 6-10 in Baltimore. I hope that you have plans to attend the convention. The convention provides an intensive planning period for members of the Directorate Body of Commission XI. The Directorate Body is composed of 35 Student Development professionals in two-year colleges from different institutions in over 17 states.

❏ Because this is a key planning time for the Commission, it is important that we enter Baltimore with a clear idea of what you, the membership, need and want from the organization. Please assist us in gathering information about your concerns, as well as ideas for future projects, by completing the enclosed feedback card. Please mail, fax, or respond via Internet (JW1622@lois.lansing.cc.mi.us) by March 1, 1996. The Directorate Body will consider all information received.

What We Heard At The Interassociation Conference

❏ At the recent Interassociation Conference sponsored by Commission XI, N.A.S.P.A., and N.C.S.D., we heard from participants that they would like to see the conference continue. One of the suggestions voiced by many participants was that future planning include structured time for Student Development professionals in two-year colleges to talk about our future. Additionally. a request was made for more sessions on Student Development and Faculty Collaborations. A monograph of the Conference will be available in the near future.

Recent Communication From A.C.P.A.'s Core Council On Members Services And Interest

❏ Commission XI was awarded an Affirmative Action Grant to assist A.C.P.A. in achieving its goal of developing a more diverse membership by 1997.

Let's Talk More In Baltimore

❏ Please join us at the A.C.P.A. Convention in Baltimore. An open business meeting for Commission XI has been scheduled for Friday, March 8, 1996 at 3:00 p.m. Additionally, please seek out members of the Directorate Body at Commission XI's carnival scheduled for Friday, March 8 and the social scheduled for Saturday, March 9. Consult the A.C.P.A. program book for programs sponsored by Commission XI.

❏ I look forward to seeing you in Baltimore.

Jennifer Wimbish
Chair, Commission XI

Eleven Update -- Summer Issue will feature **"Partnerships in Student Service"**

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Each issue of *Eleven Update* focuses attention on a general theme. Guest editors work with General Editor Ray Turner to deliver perspectives and information that will enrich our work. The issue features "Technology and Student Services" with guest editors Mel Gay, Mike Rooney, and Karen Treiber. The Summer Issue will feature "Partnerships in Student Service."

In The Brave New World of our changing student body...
Ron Bleed, Maricopa Info-Tech Vice Chancellor, Sees Critical Role For Student Service Professionals

❏ Mike Rooney, *Eleven Update* guest editor, recently discussed the relationship of emerging technology to student service with **Ron Bleed, Vice Chancellor for Information Technologies in the Maricopa Community College District.**

❏ We dare you to read this summary of their discussion.

Mike: Ron, you recently delivered a paper entitled "Recognizing the Footprints in Crafting Learning Communities" at an Arizona meeting of student development professionals. In your presentation you discussed three "footprints" that you believe many in higher education may be overlooking. What do you mean by "footprints?" What are those footprints and what's the significance of each?

Ron: "Footprints" is a metaphor taken from a cartoon in which paleontologists were overlooking their discovery because the huge footprint was something they were standing within. It was too big for them to recognize. I described three ideas which I think many of us in community colleges are forgetting or overlooking. I explored three trends that I think are emerging and then applied some solutions to the problems they present.

The first footprint is that of losing community. The second is our swirling students. And the third is the differing generations of our students.

Mike: Talk about that first "footprint." You indicated in your presentation that just because community colleges have "community" in our name does not mean we are crafting new learning communities. Why is it important that we do that?

Ron: It has always taken me aback about what is going on in our colleges.

I predict that there will be a lot more horizontal processes that are much more student/customer friendly. Student services may well be in the business of educational brokering.

Services would, in effect, be less college based and more student based.

There are so many noble goals about higher education and socialization, interaction, and connections. The wonderful interaction that many of us from an earlier generation enjoyed is simply not happening any longer. Most of our students are not full-time, "dedicated" students who are away from home in a residential, essentially, captive environment. Our students are not getting the sense of community that we have valued in higher education.

Traditionally, one of the great values of college was what happened outside of the classroom. Today's community college students are not able to enjoy this benefit. For many reasons, they are rushing to college, to their classes, to their work, to their families. The result is there is little sense of community any longer. I think we have to recognize that and establish ways to compensate for that. This should be one of the areas in which student services professionals take the institutional lead.

Mike: What about the swirling nature of our students?

Ron: Looking at our students at Maricopa and at the research on students in urban institutions, I see some common threads. One is that students are "taking courses" from us rather than "enrolling" in our institutions. That is not a subtle difference, by the way. In the Phoenix metropolitan area, students go back and forth among our ten colleges and Arizona State University. They're picking courses based upon convenience and cost. They are not staying at one college to the completion of their degree. In some ways, it is as though we are a utility into which they plug. Eventually they build a program, but it doesn't make much difference to them where they're taking their courses.

We need to recognize why they're with us, and how this great mobility changes our services to them. For example, it is much more complex to advise and guide a student who has courses from five or six institutions on his or her transcript. Of course, the lost sense of community and the swirling student issues are closely intertwined.

Info-Tech Roles for Student Services Professionals. . .more thoughts. . .

Mike: Ron, I'd like you to talk about the footprint of the differing generations.

Ron: Somehow I think the generation gap is greater now than before. I think younger students are very different from those of us who may be from the baby boomer generation. What we view as important, and what may be our learning styles simply may not be of value to many from this younger generation. And I am concerned that we are largely ignoring these generational differences. If we are going to have effective instructional programs and student services, we have to recognize our customers (I know some people don't like that term) and customize what we do and how we do it to meet their needs.

Mike: What makes this so important?

Ron: If we are only going to be in the business of "delivering courses," that opens us up to some very competitive forces - - distance learning forces, commercial forces - - that can deliver them more conveniently, more cheaply and perhaps just as well as we can. We have to define how we add value to students' learning experience.

Mike: You've mentioned some pretty disturbing, fairly worrisome, signs of our loss of community. Do you see any hopeful signs?

Ron: I've become quite taken with the idea of how we add community back into the college experience (even at a distance), how we add student services back in - - but perhaps not in the ways we have traditionally defined them. Perhaps in twenty years, the role of the community college will be defined primarily by the value we add to a student's education by providing services. That is one of our unique strengths. We can do that better than other providers. We can individualize learning and support for our students.

I'm also hopeful about technology and how it can help us reconnect with our students. I see an encouraging potential for technology and student services forming a partnership to provide better services.

I am also encouraged that technology is gender-neutral, ethnicity-neutral, and values-neutral. This can be a wonderful platform for enhanced and personalized services to our widely divergent services. Technology can create new kinds of communication patterns that work in more connected ways. Technology can provide an infrastructure which helps eliminate the differences which divide people unnecessarily.

Mike: As I follow my profession, as I read its literature, and as I talk with my colleagues, it seems apparent that we in student development services are struggling to determine what our place is in the technology agenda.

Ron: I think we have to start with a clean slate and talk together about systems based on what the needs of our new generation(s) of students are. It has to be more than recreating or simply automating the past. Instead we need to discover, with student input, a new sense of direction. Much of this probably should even be done on the computer.

In short, we need to develop a careful and well-designed blend of the high touch with the high tech. Student services has an opportunity to help us forge our new future. Contrary to the dire predictions of the 1960's, technology has not become the great dehumanizing force. It has the potential for becoming a powerful humanizing force within higher education. But we need the help of student services people in its design and implementation.

Mike: If you were asked to give advice to the student development profession, what would it be?

Ron: First of all, you have to work with technology whether you like it or not. So you need to develop your skills with it. You need to have a basic level of information access literacy so that you know where to get the information you need in order to serve the student better. You need to be able to communicate and work with the technologists to shape and design the systems of the future so that students are served well. I'd recommend that you become aware of and comfortable with the World Wide Web because it can inform you of trends, emerging issues, and communication linkages. It is, in many ways, a metaphor for change and is a glimpse of the future.

Mike: I guess what I hear you telling us is to become players and not to stand on the sidelines watching the game go by. Is that capturing what you're saying to the profession?

Still More On Our Role . . .

Ron: That's it exactly. We want and need student services' involvement. But we can't wait too long.

Mike: Overall, your paper and presentation seemed to be a mix of hope and fearful anticipation. What accounts for those somewhat competing emotions?

Ron: I appreciate your having seen or heard this, Mike. I'm not sure I was even quite aware of this, but you're right. I'm pleased that you uncovered this because it is reality. I think that is where we are with all of society at the present. I'm generally an optimist and see the hopeful signs, but I also think there are some alarming issues there to be recognized and dealt with directly.

Mike: Your presentation and paper is rather like a wake-up call, an opportunity to address some threats to our future well being. Do you agree?

Ron: Exactly, and I hope there are some solutions that will come from our (technology and student services) joint efforts. I believe we have an opportunity now to do something positive to address these matters. However, we can't wait very long to do this. The opportunity is now. Corporate America has example after example of businesses in the 80's who chose to do business as usual and who failed. Higher education is in a similar situation now.

Mike: We have some examples already in higher education of this, Ron. There are some thriving institutions, who were threatened with closure, who have shifted their emphasis, have become less place-bound, and have embraced technology delivered distance learning. We may need to study them.

Ron: Yes! Some are very close, geographically to us right now!

Mike: Ron, how do you see learning and services being delivered in community colleges in 5-7 years?

Ron: Again, based upon what the students want, based upon the nature of the students, it's inevitable that it is going to be technology driven. It's also going to be a lot more generic in the sense that it won't be tied directly to a college as we know a college today. Students want services and information that are more of a horizontal view of life. They want to be able to advance their learning through some type of horizontal span. They don't want all of these "stovepipe," separate institutions to have to traverse.

I predict that there will be a lot more horizontal processes that are much more student/customer friendly. Student services may well be in the business of educational brokering. The services would, in effect, be less college based and more student based. And in the particular case of Maricopa, it is quite possible that this brokering would go beyond the geographical boundaries of county, state, and nation. I predict a rebirth of student development services. I believe that the delivery of student services, if provided in the right way, will be every bit as important as the delivery of instructional services.

I believe this is an important period of opportunity for student service professionals. They have to design the future in a way that is not unlike the way libraries of the future are being designed. Student service professionals have to be willing to let go of the past, survey the horizon, and cut through the barriers that stand in the way of our students' education.

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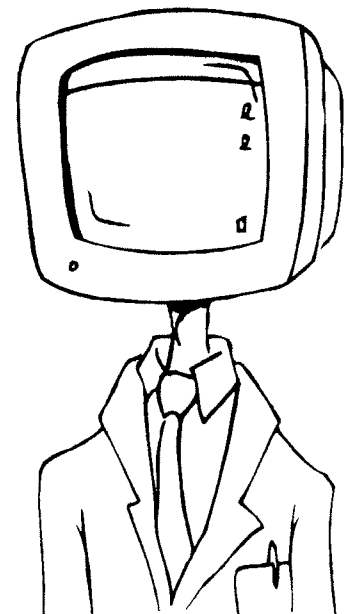
A Journey from Low-Tech to High-Tech at Brookhaven:
CRUISE-ing Through Registration

– Barbara BeVier Burke

❏ In 1991, registration at Brookhaven College (the third largest of the seven Dallas County Community College District campuses) looked as it had for more than ten years - limited days and times, multiple stops for students (usually in different buildings), long lines, and final course selection in the gym where faculty pulled class "stickers."

❏ Students stood three deep to view transparencies of closed classes on a bank of overhead projectors. Though the final data entry of class information was on-line, the process for getting students to that point depended, for the most part, upon manual systems. This was a low-tech system.

❏ During this time a new President with a new vision came to Brookhaven. Dr. Walter Bumphus brought with him high expectations for the expanded use of technology in direct service to students. Brookhaven College rose to this challenge and developed a new registration model for the DCCCD. This development came in three stages:

1. **Benchmarking visits:**
   Led by the Vice President of Student Development, a team representing Admissions, Business Services, Continuing Education, Counseling, Instruction, and Student Programs visited eight community colleges in three states. The purpose of these visits was to conduct on-site interviews and to observe and document excellent systems.

2. **Design of registration model:**
   In 1992, a registration team was charged by the President to plan a new registration model. This team included the District Vice-Chancellor for Finance and Information Technology. Their final report was reviewed and approved by the campus community. The team identified the following essential elements in the new registration model:
   ◆ Registration is a one-stop/on-line process.
   ◆ Extended "windows of opportunity" will be identified.
   ◆ Students will have the opportunity to "self" register and to have expanded access to information.
   ◆ Multiple registration sites will be identified.

3. **Development and implementation of the registration system:**
   The new registration system, designated as C.R.U.I.S.E. (Continuous Registration Using Integrated Systems Effectively), was developed by a District team over an 18-month period. This team, headed by the District Director of Computer Services, included the Brookhaven College Registrar, Eastfield College Data Center Coordi-

nator, District Systems Analyst, District Programmer, and District Project Manager for Student Systems and Manager of Applications Programming.

❏ In Fall 1994, Brookhaven conducted a pilot of the new model with 500 students. Student and staff satisfaction with the system was overwhelmingly positive. CRUISE was the only registration system used at Brookhaven College in Spring 1995. In Summer and Fall 1995, four additional campuses implemented CRUISE pilot registrations.

❏ All seven Dallas County Community College campuses will be using CRUISE for all or part of their registration by Spring 1996. In Summer 1996, CRUISE will be fully implemented as the only DCCCD registration system.

❏ What does registration at Brookhaven look like in 1996?

◆ Registration and registration support services are all available in one building.

◆ Registration is open continuously over a period of several weeks with convenient hours.

◆ Students are able to self-register (if advising is not required) or are registered by an advisor at the conclusion of their advisement appointment.

◆ Students and staff now view and select open courses while in the registration system.

❏ And, best of all, no more lines.

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The following conferences have been extremely helpful in exploring new technology for use in student development:

**11th Annual Computer Conference
sponsored by League for Innovation**

**Exploring Technologies Conference
sponsored by Brigham Young University/Admissions &
Records/Conference Department**

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Promoting Student Success
in the Community College

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Edited by Steven R. Helfgot and Maggie Culp, this invaluable book is filled with contributions from many of your Commission XI colleagues. Student affairs practitioners in two-year institutions function in ways that differ significantly from their counterparts in four-year colleges and universities. The contributors to this sourcebook elaborate an approach to student services that reflects the unique mission of the community college. Topics include: applying student development theories to community college students; alternative organizational models for student affairs in the community college; the critical impact of internal and external partnerships on program effectiveness; and the role of counseling at two-year institutions.

O.K. . .let's get serious about this.
Not all Commission XI members have purchased this valuable book yet. It is filled with very useful information and techniques that will improve our work. Its creation is based on the assumption that we can actually learn by reading about and reflecting on our work. Now stop stalling and order it today.

On the other hand, maybe you can do without it.
But can your students?
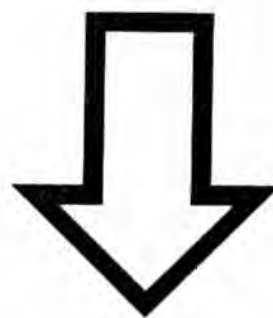
Results of "Big D" Discussions

As part of a session conducted by Mel Gay and Mike Rooney at the Interassociation Conference held in Dallas in October, a group of student development professionals were asked to respond to a series of questions having to do with the infusion of technology.

1. **Describe the types of activities you are currently implementing at your institution to respond to the technology/ information movement.**

    a. **Who are the players who are involved or should be involved?**

        ❏ People and entities that need to be involved in the technology movement on the nation's campuses include many people, departments, and groups. Mentioned most often were departments where technology dominates everyone's work load - - such as Admissions and Records and Distance Learning. Respondents also indicated that Instructional Technology departments are taking on an increasing importance on the nation's campuses.

        ❏ Within IT departments, training for all staff is important - - not just those in management. Several respondents saw the importance of inter-campus and regional cooperation in the development and installation of technology systems. This is especially true for community college district members and other colleges that need to exchange information.

    b. **What do student services people need to be doing to respond to information needs/changes?**

        ❏ Depending on the college, student services can include numerous departments that serve not only the student population, but also each other. These departments must use technology to share information to serve the student population better. Student services personnel need to understand the possibilities of new technology and how it will improve service for internal and external customers.

        ❏ There was a general consensus that all student services personnel need periodic staff development and training sessions that focus not only on changes in system technology, but also on reducing the intimidation factor that often accompanies the introduction of new systems. Facilitators and training sessions should be on a flexible schedule that includes adequate time for comprehensive training.

c. **What types of institutional changes do you anticipate to fulfill future requirements?**

    ❏ Respondents referred to several major institutional areas that will undergo significant changes with the employment of new technological systems. One area is the college mission itself and the academic curricula developed to meet the institution's mission. The mission of the college might include a reference to technology and its connection to educating its community. Staff and students should have access to as many computer terminals and on-line services and information as possible.

    ❏ Another area of major change would involve budgeting and cost issues. A change in the allocation/percentage and funding formulas for capital items (computers, mainframes, systems support) might have to be developed. Telephone mainframe systems will need upgrades. Restructuring in personnel and the inclusion of numerous technology experts and assistants will need to be addressed.

2. **What are the implications of technology for the following:**

    a. **Students?**

        ❏ Several key implications for students are similar to those for student services personnel. Respondents noted that students must not be intimidated by, or afraid of, technology. Familiarity with new institutional systems will provide benefits for students such as easier access to registration, fee payment, and records services. New technology will also allow college staff to provide better service for students.

> *"Student services personnel need to understand the possibilities of new technology and how it will improve service for internal and external customers."*

Results of "Big D" Discussions, continued

❑ Students should be encouraged to take classes and/or training in the use of modems and other networking technology, as well as on-line services. This would enable students to reach library resources, their advisors, and even instructors. All this is necessary to prepare students for a work force that is always changing.

b. Day-to-day work?

❑ For the day-to-day work/ tasks of those who work at the institution, respondents identified several significant effects technology will have. Staff reorganizing and a reclassification of positions might be necessary. One suggested that more employees would be involved in telecommuting. Technology might lead to a consolidation of positions and perhaps staff reductions. Alternatively, the introduction of new systems might mean better cross-training. Work could be more accurate and efficient.

c. Professional association(s) (ACPA, NCSD, NASPA)?

❑ The introduction of advanced technology will

no doubt have some effects on the professional associations involved with higher education. New systems would provide a way for better and quicker research, which would assist in timely decision- and policy-making. Professional associations might make use of the Internet in a wide variety of projects, even publishing. One respondent suggested that new technology might bring about new standards and ethics regarding information and its exchange. The professional associations could have a role to play in developments like these.

d. The student services profession?

❑ The employment of new technology will have important effects on the student services profession itself. One participant stressed that student services needs to lead in encouraging students to use technology as a way to enrich their academic and working lives. Technology should provide convenience for students.

❑ Another said that technology would redefine the relationship between student services and the students. Within the profession itself, technology will mean quicker decisions and better tracking of information. It will also allow professionals to address problems in greater depth than now possible.
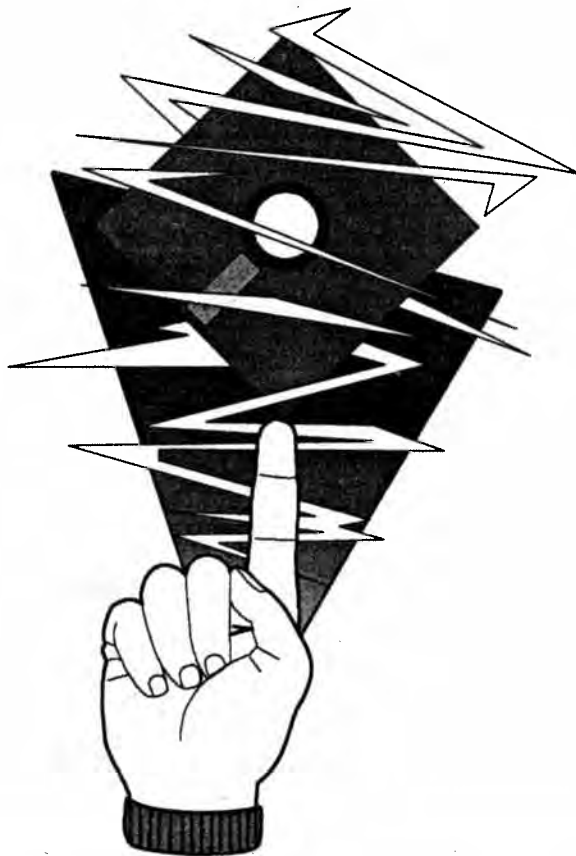
Fingerprints on the Screen. . .

Interactive Orientation at Fullerton Is High Tech and High "Touch"

– Ronald J. Steinke, Ed.D.

❏ Personal computers are being used to manage a variety of Student Development sub-programs. Career Development is one of the long-standing users of interactive formats with SIGI (System of Interactive Guidance and Information) being the leader. Another application is assessment testing with ETS'Computerized Placement Test (CPT).

❏ Interactive computer-based technology provided a model for Fullerton College, Fullerton, CA, Counseling and Student Development staff exploration of options for a fully automated interactive **New Student Orientation Program**. Characteristics identified for this application were:

1. PC based and managed.

2. Touch screen response was selected to achieve a minimum number of key strokes.

3. Eighty percent (80%) level of understanding of one topic before the student could continue.

4. Twenty to forty minutes long with students able to move at their own pace.

5. Language level permits basic skills students to use the program.

6. Content parallels the topics of the college's group orientation.

7. Memory produces copy including college catalog (selected pages), forms, graduation and transfer requirements.

8. Multimedia in both visual and audio learning formats.

❏ An independent contractor was hired to write the program to manage the integrated system. A team of college staff developed the script and the college media production staff shot, narrated and edited the script. The contractor then integrated the script with the operating program into a system capable of operating on a small Local Area Network (LAN). Three student stations were established.

❏ The system included a CPU-LAN manager, with student stations using touch screens, a keyboard and headphones. The script was encrypted on a laser disk which provided the memory needed for the interactive program.
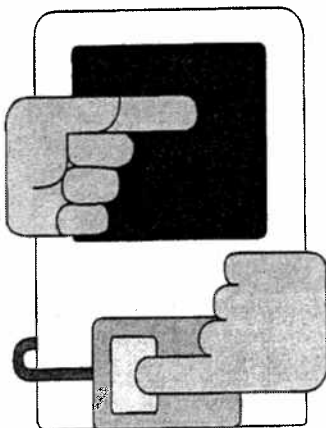
❏ The installation of the program was completed Fall of 1990. To accommodate oversight and security, the system was located in a basic skills learning center lab.

❏ Students soon discovered the advantages of the new orientation program:

1. Sign-up times are convenient for students' schedules.

2. Hours are generous with access from 8 am to 8 pm.

3. The system is self-paced with opportunity to repeat sections.

4. The system requires minimal use of the keyboard which is used only for STUDENT NAME, ID NUMBER and for SIGN-OFF.

❏ All other interactions are done by touching the monitor screen. Both the student and the college receive immediate feedback about level of understanding with the opportunity to repeat sections where this level is below 80%.

❏ Use during the program's first year was light, a by-product of a scheduling system that placed priority on group registrations. More students used the interactive orientation system after the scheduling priority was changed.

❏ Location of the system in the basic skills learning center limited access and increased distractions. Distractions were minimized and access improved by moving the system to a small center staffed by student employees.

❏ Forty percent of new students now use the interactive orientation system. The average time students need to complete the program is 35-40 minutes. Completion times range from 20 minutes to one hour.

❏ Student evaluation of the system indicates high levels of satisfaction. A factor that contributes to this is that students may see a counselor immediately after completing the orientation. This has helped the college move toward its goal of providing a time-shortened, one-stop student assessment/orientation/counseling package.

❏ The need to edit the program and maintain current information posed a problem. Laser disks cannot be revised. Revisions require that a new disk must be pressed. Cost considerations drove the decision to upgrade the system in the following way:

1. Utilize a PC with hard-drive large enough to accommodate the system's script and interactive features to facilitate revisions.

2. Use a mouse in a menued, Windows format in place of the touch screen.

High Tech, High "Touch" at Fullerton, continued. . .

3. Expand the number of student stations, enabling more students to use interactive orientation.

4. Use languages other than English to make it possible for ESL students to also use an interactive orientation.

❑ Fullerton's goal is to have all students complete orientation using the interactive system.

❑ The final step in the development of our fully interactive orientation was to determine how the script and software was going to be written and installed on the LAN manager hard drive. To accomplish this, Counseling and Student Development acquired a multimedia script writing computer. Four staff members have been trained on a program to create interactive-video/computer/audio instructional packages.

❑ The time-line for completing this revision is Fall 1996. For now, Fullerton College students continue to leave their fingerprints on the screens of our very successful interactive orientation program.

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❑ For more information about equipment specifications, and/or the Interactive Orientation program at Fullerton College contact:

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World-Wide Web Breathes Life Into The Internet Monster

– Mark Bultmann

❑ The fast growing and dynamic World-Wide Web (WWW) is daily driving the Internet closer to its immense potential. WWW is a vast set of documents interconnected and accessible through hypertext links imbedded in the text or graphics of individual documents.

❑ With a browser program, WWW brings together a combination of text, still and/or moving graphics, and audio to make personal computers a true multi-media tool. Hypertext links, written into Web documents by their authors, provide users the opportunity to jump to material from many sources with the click of a mouse.

> The Internet is ".. breathtaking in the scope of and depth of its potential."
> (Washburn, *Internet Magazine,* February 1995)

❑ WWW sites, usually referred to as homepages, have made the WWW an interesting mix of institutional, commercial, and personal information. Many colleges and professional associations have developed effective homepages. Hundreds of thousands of new homepage sites have been added in the past year, and several new magazines and books have been developed to help people make the most of this medium.

❑ But the real beauty of the WWW is that you don't need a manual to use it. Point and click with your mouse and away you go. You might lose track of where you have been, or you might find yourself frustrated when you can't find your way back to a site that you really liked, but most find the links and exploring all of the possible topics to be nearly hypnotizing.

❑ To access the WWW, you will need a browser program. Netscape has become the most commonly used browser. Mosaic and Lynx are other well-known programs. Lynx, used with IBM systems, has limited graphics' capabilities, but can access text documents quickly.

❑ Like all advances with technology, there are limitations associated with WWW. The size of documents, especially those with graphics and audio can consume significant amounts of memory in loading. If you access information via a modem, you might find that the amount of time to download images and any audio or video clips can be annoying.

❑ Performance can be sped up by setting your browser to download images and audio un-opened so that you can open them at your convenience. The rule of thumb on selecting a modem speed is simple: the faster the better. If you are working with office or lab machines that are linked via network, downloading can still take time, but the amounts of time required are quite small compared to a modem link.

❑ If you have technical support people in your office or on your campus, they likely know the way to the WWW. They may also be able to secure browser software to get you started.

❑ WWW's potential as an information source seems unlimited. Once you are connected as an information consumer, it will not be long before you start to think about ways to use the Internet and the WWW as a conveyer of information for your campus, office or service.

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Sinclair Community College Uses Technology To Speed, Customize Student Service

❏ Information technology is transforming the way we do business in student services. The transformation we are experiencing challenges us to strike the appropriate balance between high technology and high touch. This article will describe some examples of how technology is used to deliver efficient student services while maintaining the "personal touch."

❏ Sinclair Community College has struck such a balance.

The decision to employ technology in delivering services to students results when an institution recognizes that the quality of its service can be an important competitive advantage or disadvantage. When a college or university focuses on services as a competitive advantage, it must first break down the artificial information barrier that usually exists on campus... Those institutions not making this transition are described as...data rich but information poor. . .To help resolve these issues and improve the effectiveness of services to students, a new strategy must be formulated to assist colleges and universities. This strategy must respond to current needs while creating a student-centered environment that will last well into the future. (Burnett, page 2.)

❏ The big shift of technology at Sinclair Community College occurred in 1989 when the College invested in an integrated system that would provide greater access to and use of information. The idea was to make it possible for a counselor, faculty member or student to make use of this new computer system without having to rely on a computer program being written.

❏ The infrastructure of fiber optic cabling was installed as a part of this project; thus we now have a backbone network system which has converted the entire campus. In addition, we can use the query language tool INFORM to run reports and to retrieve data from the system. Presently at Sinclair, the emphasis on technology is to transform the institutional focus from teaching to learning. This shift will require ready access to a host of interactive technologies that permit faculty to facilitate student learning; whether it is in the traditional laboratory or in the classroom.

❏ The College recently proposed to the Ohio Board of Regents, the establishment of a regional center for the transformation of teaching and learning for Southwest Ohio. This would be an information center where faculty could go to interact and network with other faculty. Terry O'Banion's article, "A Learning College for the 21st Century" identified additional services required in the "learning college." He noted the same teams will need training in using the technology, in developing collaboration, in locating resources, and in navigating the learning system.

❏ Here are a few examples of how technology is being effectively utilized at Sinclair Community College:

Supported Education Program (SEP)

❏ At Sinclair Community College, our skilled counselors use technology as a means of helping our special needs population. Students in the SEP are provided assistance through the use of specialized computer software and hardware. The combination of WordScholar and DECtalk are used with students who are unable to retain information and become confused due to a learning disability.

❏ With this software, the text is highlighted on the computer screen and "speaks" the words simultaneously. Textbook pages, handouts, etc. can be scanned, stored on a floppy, then displayed on the computer monitor for "reading." It is believed that the combination of WordScholar, speech synthesizer, and the Norton Textra should go a long way to address the problems these students have with focus, concentration, comprehension, disorganization, and student skill deficits.

"InTouch" Kiosk Information System

❏ The Kiosk is an easy to use computer that gives immediate access to information about Sinclair and provides students access to their records. The kiosks are placed throughout the college and are user friendly. By touching labeled regions of the screen the student can retrieve information about their grades, courses, and academic records.

Counseling With Expert Systems Technology (CWEST)

❏ Counseling With Expert Systems Technology is one of the features of the new kiosks at Sinclair Community College. The system was built by a team of faculty and counseling staff with help from the Center for Artificial Intelligence Applications. CWEST is an automated advising system that uses artificial intelligence to carry on an interactive dialogue with a student. CWEST uses the student's responses, combined with information from Sinclair's institutional databases, to provide recommendations regarding mainstream questions.

Registration and Student Records

1. The Class Schedule Coordinator electronically schedules courses into classrooms rather than manually.

2. Staff can verify student enrollment for student loan deferments via electronic data transfer.

Sinclair College continued. . .

3. Students may use the Telephone Registration system that utilizes EPOS software to register, drop/add, review. schedule, and pay bills by telephone rather than in person.

4. Colleague provides an integrated data base for storage and retrieval of academic records data which can be accessed by departments throughout the College, improving service and eliminating the need to provide paper copies. Tools such as INFORM statements and the use of envision screens enable us to input data and retrieve those files relevant to research topics or student cohort tracking.

5. Paper records are eliminated through the use of microfilm storage.

Financial Aid

1. Early Estimator Software allows for the input of key data (household size, family income) and this software will generate an estimate of federal and state aid.

2. Electronic Data Exchange - with this system FAFSA information can be input and a student aid report is sent back electronically within four (4) working days instead of the 4-6 weeks it takes for mailing the materials.

3. Direct Loan software allows for electronic submission of loan origination records. Loans can be approved within 24 hours. Mailing applications to banks the old way took 6-8 weeks.

4. Student Loan Clearinghouse - This system is eliminating the need for financial aid transcripts by making students post their financial aid history on-line.

Admissions

1. A video of campus facilities and services is available in the lobby of the Admissions area for use by campus visitation groups.

2. We are using lap top computers to access kiosk information from high schools and at mobile recruiting functions. This procedure will be available at all mobile recruiting events next year.

Career Planning & Placement

❑ In today's work environment, career centers that fail to embrace technology will fail to provide the services needed.

❑ Job postings, job books, interview schedules, college catalogs, and workshop flyers were "en vogue" for years. Although quite effective, particularly if the services are centralized, the delivery of these services was too labor intensive for our staff and too slow for our students.

❑ To improve the delivery of services to students seeking part-time employment off-campus, Sinclair's Career Center decided to use the 13 **"InTouch" Kiosks** located across campus. With the addition of a job data base to the kiosk system, students can now access information about available job opportunities. There is also a flash screen on the kiosk which provides information about upcoming workshops.

❑ Prospective graduates and alumni now have access to a 24-hour job hot-line, a fax service to send resumes to employers, and they can sign up with companies planning to interview on-campus. All of these services may be accessed at home by using a touch-tone telephone. At another touch screen kiosk, our student and community customers can access a statewide job data bank of employment opportunities. Our customers can even register with the U. S. Employment Services electronically.

❑ The application of technology to the delivery of student services is a challenging process. We have met this challenge by agreeing to use student access and success as both the objective and outcome for using technology. Sinclair Community College has taken a proactive role in this technological transformation by assuming the leadership position and implementing new technology to equip the college and its students with the best there is to offer. The potential benefits and advantages of technology are endless. We approach this challenge with great excitement and persistent anticipation of the next great innovation.

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SAN—TECHNOLOGY FOR THE TWENTY-FIRST CENTURY

–Nancy Bentley

❏ *Imagine the following options.*

◆ During registration students receive an immediate message when a course will not count toward graduation or will not transfer to the school of their choice.

◆ If they choose to register for the class anyway, an electronic message is sent to the students' advisors or counselors for possible intervention.

◆ In addition, students can put together a weekly time schedule whereby they block out work and other commitments and then request that the registration system add specific classes to fit open time slots. They then receive a printed copy of the entire schedule as a planning guide and time management tool.

◆ Also, residents can conveniently apply to the college, register for classes, and schedule appointments with a counselor, faculty adviser, tutor, or other student services offices from anywhere on campus or from home or work.

❏ Do these possibilities sound intriguing? Well, if so, you may want to learn more about the **SAN development project**. SAN stands for Student Access Network and is a new student information system being developed by the USA Group - TRG, along with approximately a dozen two- and four-year institutions across the country and IBM. The partnership began in Summer 1994 and has included three community colleges: College of Lake County (IL), Metropolitan Community College System (MO), and Atlantic Community College (NJ).

❏ SAN is an example of a next generation student information system, using the latest advancements in hardware and software and based in a WINDOWS and client server environment. SAN is made up of twelve integrated components including: student recruitment and outreach, admissions, registration, records, advising, student receivables, instructional support, curriculum, student assistance, and career services.

❏ Features include a degree audit (originating from Miami University), an appointment and a room-scheduling system, a faculty grade book with download capability for transcripts and records files, a student-tracking system, and transfer-equivalency information for major feeder institutions. Eventually, students and staff will be able to access the system from home or work or through WWW/Internet, as well as from any networked PC or kiosk on campus. In addition, student financial aids, finance, college advancement, and human resource systems are being developed through partnerships with TRG and will provide colleges with a completely integrated institutional package if they desire one.

❏ SAN uses both a student access and student development model as its philosophical base. In this respect it merges "high tech" with "high touch." Advantages to students include convenience and access. Students will be able to access information readily and come to the college better informed about their academic progress and about college-wide policies and services.

❏ SAN will serve as both an information and a learning tool for students, encouraging them to take more responsibility for their educational decisions and giving them more control and access to what they need to know when they need to know it. Ideally they will come to see a counselor or staff person to be better informed and better prepared. College staff, on the other hand, will benefit by having a user-friendly system that is fully integrated, thus increasing communication college-wide, eliminating redundancy, improving accuracy, and eliminating a variety of clerical tasks. Over the next few years, systems like SAN will revolutionize the way we work with our students.

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On-Ramps For Dummies

Listserv Your Way Into the Info-Bahn Traffic

❏ If you like metaphors, the image of the Internet as the information superhighway has provided an array of catchy possibilities. If you are connected to the Internet, but have been content to travel the back roads of the information highway, perhaps using your e-mail to contact colleagues, it may be time to start looking for the on-ramp. The Internet is quickly becoming a unique resource for student affairs professionals.

❏ One emerging application is the listserv. Listservs are made up of subscribers with a common interest linked together by a computer server. Members can dispatch or seek information nationally or internationally with a single posting. The server acts as a post office, receiving messages from subscribers and immediately sending them back out to every list subscriber. (See information on this page about the new A.C.P.A. listserv.)

❏ Listservs are available in nearly every subgroup of student affairs in addition to topic areas such as campus climate, African-American issues, and gay, lesbian & bisexual issues. As with most dialogue, the discussions can range from far reaching and insightful to very mundane.

❏ Listservs have different guidelines about who can subscribe. When new subscribers request to join a listserv, a listserv manager will usually ask them to provide a brief statement about their interests or work responsibilities. Additionally each listserv develops a set of rules about what should be posted.

❏ If you join a listserv, it is a good idea to spend time reading the postings to get a sense for how it functions. You may get information about where to find the FAQ, or the file where Frequently Asked Questions are stored. Reading the FAQ can save you the embarrassment of someone publicly criticizing (or flaming)

you for asking a question that has been dealt with repeatedly on the list.

❏ The most complete single source of Student Affairs Listservs is available at a World-Wide Web site that has been developed by Stuart Brown, University of Connecticut. The address is http://www.ucc.uconn.edu/~wwwwdosa If you can not access the World-Wide Web, you can contact Stuart directly via e-mail at WTBYADM3@UConnVM.UConn.Edu Newsletters and colleagues are also a good source for finding listserv addresses.

❏ These information networks are providing new forums for discussion and the exchange of information among student affairs professionals. As a community of professionals, we can all benefit from this rich emerging resource. If you're not yet on the highway it may be time to get out the road map.

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Currently Employed at a Two-Year College?

Interested In Learning More About Careers in the Two-Year College Sector?

Take a step in the right direction! Commission XI needs motivated, ambitious, and energetic professionals like you!

Here are few of the reasons you should join us in Commission XI:

◆ **The New Majority** - More than 50% of all U.S. under-graduates currently attend a two-year college.

◆ **Technological Innovation** - Community Colleges have emerged as world leaders in the development of distance learning and other cutting edge technologies. (Read about many of them in this issue of *Eleven Update*.)

◆ **Excellence** - Commission XI received the A.C.P.A. Outstanding Commission Award in both 1994 and 1995, the first time any Commission has won this award two years in a row.

◆ **Diversity** - Interested in working with diverse student populations? Diversity is generally much richer in community colleges than in four-year colleges and universities.

◆ **Programming** - Commission XI encourages members to submit ideas for interesting and informative programs, and through Commission sponsorship, helps provide members with opportunities to present their programs at national and state conventions.

◆ **Publication and Research** - Commission XI members are strongly encouraged to contribute articles to the Commission's newsletter (the one you are reading right now), as well as the Commission's annual research edition. These publications have been recognized by A.C.P.A. for their superior quality.

◆ **Placement and Employment** - It is no secret that enroll-ment is declining nationally at four-year campuses. An oppo-site trend has emerged at community colleges. This trend will translate into increased professional opportunities at two-year colleges across the country.

For membership information contact Commission XI Chair Jennifer Wimbish (jw1622@lois.lansing.cc.mi.us) or Membership Committee Chair Matt Moreau (cnslmoreau@edison.cc.oh.us).

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