

## From the Chair

During the 1994 ACPA Convention in Indianapolis, the Commission XI Directorate voted to focus the winter issue of the **Eleven Update** on the relationship between student affairs and the teaching-learning process. Commission XI issued a call for articles in July...and in October...and again in December. The **Eleven Update** editor spent much of January on the telephone soliciting articles. She was unsuccessful.

Some practitioners confessed that they found it challenging to connect what they did to the teaching-learning process. Others questioned the recent emphasis on connecting student affairs to teaching and learning. A few described innovative student affairs programs in place at their institutions to help students connect with, benefit from and apply the knowledge acquired in the classroom, but indicated that they did not have the time to write an article.

Practitioners unable to connect what they do to the teaching-learning process need to re-examine their programs and practices; the 1990's continue to be the decade of the faculty and institutions everywhere are redirecting resources to support what are often very narrow definitions of teaching and learning. Why are the definitions so narrow? Because student affairs practitioners are not involved in shaping them.

Those who question the connection between student affairs and instruction need to review the history of the profession as it evolved in the two-year college. Student affairs exists to increase the chances that students will succeed in the classroom, on the campus and throughout their lives. To support students as they enter the community college, struggle to survive in the classroom and attempt to apply what they learn to the "real" world, practitioners must establish a strong connection with the classrooms in which students live and the instructors who control the classroom climate.

The "doers" must find time to share their triumphs and tragedies with colleagues. Triumphs inspire other practitioners, challenge faculty to view student affairs from another perspective and force administrators to explore the connection between student affairs and student success. Tragedies bring practitioners one step closer to success because they eliminate another alternative that does not work and suggest additional options.

Hopefully, this issue of **Eleven Update** has something for the doers, the doubters and those searching for the truth! **Using the MBTI to Increase the Chances that Students and Faculty will Succeed** describes how a counseling department uses the Myers-Briggs to build faculty bridges while serving students.

The outline of Commission XI sponsored programs for the 1995 ACPA Convention in Boston demonstrates the connection between student affairs and the teaching-learning process — and should inspire all 500 Commission XI members to join their colleagues in Boston from March 18-22. The article describing the Southern Association's revised student development standards is both encouraging (student affairs is still part of the process) and discouraging (counseling services are "suggested" rather than required).

After you read this issue, resolve to write an article describing a student affairs program at your institution that supports the teaching-learning process. Commission XI will publish the article in the spring/summer issue. Also resolve to join other two-year student affairs practitioners in Boston from March 18-22 to learn, share, grow and have fun!

**Maggie Culp**  
Chair, Commission XI

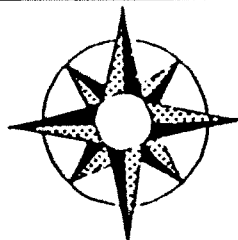
# ← ELEVEN UPDATE

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## ACPA MAKES RECERTIFICATION EASIER



NBCC recertification procedures will become easier this year as a result of the work of an ACPA task force whose members included Meg Benke, Leila Moore and Maggie Culp.

ACPA will list the procedures for members to follow to earn CEU credits and hours toward NBCC recertification in a prominent place in the convention program. Recertification forms will be available in one place, probably the ACPA headquarter's booth, and convention volunteers will be trained to answer questions about where to get forms.

Since ACPA now has an NBCC provider number, convention participants no longer will be required to obtain presenter signatures on their NBCC Recertification Form. Instead, members will be on the "honor system" to record the sessions attended and report their participation to NBCC. If questioned by NBCC, ACPA will verify that a person attended the convention, but it will not provide NBCC with a list of the sessions attended.

ACPA members hoping to earn CEU credits toward renewing their state licenses will have to have their forms signed by presenters if the state in which they hold a license requires a signature.

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## SOUTHERN ASSOCIATION CHANGES ACCREDITATION CRITERIA

At the December 13, 1994 meeting of the College Delegate Assembly the Southern Association of Colleges and Schools made some significant changes to the **Criteria for Accreditation** for student development services, Section 5.4 of the standards.

**Student Records**, formerly a part of Section 5.4, was moved to Section IV, Educational Programs, where it will be evaluated by faculty members on the team rather than the student development member.

The **Student Development Services** section now includes a statement that "student development services are essential to the achievement of the educational goals of the institution" and that these services "must be provided for distance learning programs as well as on-campus programs." Southern Association criteria require member institutions to: clearly designate an administrative unit responsible for planning and implementing student development services, create student development goals

### *Southern Association ...Continued.*

consistent with student needs and the institution's purpose, develop appropriate policies and procedures for student development programs, staff programs with individuals who have appropriate experience and preparation, and regularly evaluate programs and services. The criteria also state that "human, physical, financial and equipment resources for student development services must be adequate to support the goals of the institution."

In relation to specific student development services, the revised criteria outline strict guidelines for student government, student activities, student publications, student behavior, student financial aid and health services, and provide the Commission on Colleges with the authority to conduct a "special evaluation" if an institution has excessive default rates on its student loan program. The criteria mention counseling services, but they simply state that "each institution should provide personal counseling services for students, as well as a career development program." Since "should" statements are advisory, SACS does not require institutions to either provide counseling services or to respond to suggestions related to these services.

# Using The MBTI To Increase The Chances That Students Will Succeed In The Two-Year College

by Maggie Culp  
Dean of Students  
Seminole Community College

The Myers-Briggs Type Indicator played an important role in the evolution of the Student Services Office at Seminole Community College as practitioners used it to build teams, work with students and trouble-shoot problems. Five years ago, a new application emerged as counselors began analyzing MBTI data and working with students and teachers to establish links between type and success in the classroom.

In the beginning, counselors introduced students to type development and its role in the learning process in a series of small groups conducted during the college-wide activity period. As student enthusiasm for type grew, faculty members asked counselors to teach the MBTI as part of or in conjunction with a specific class. Students in Basic and Intermediate Algebra, for example, completed the MBTI, learned to interpret their results during class time, and used MBTI results to improve their math study skills; students in the Honors Programs completed the MBTI outside of class, devoted two class periods to understanding the MBTI, then used the results to better understand a class, campus or community problem; and General Psychology students participated in the MBTI Project to earn extra credit.

Curious about what students were learning about type and hoping that

knowledge of type might increase their ability to identify and respond to student needs, many faculty members asked for the opportunity to take the MBTI and explore the relationship between type and teaching style. As a result, counselors designed a series of MBTI workshops which were attended by almost 50% of the full-time faculty over a two-year period. One of the major outcomes of these workshops was the creation of a set of handouts to help faculty members understand the relationship between type and the teaching-learning process. Grounded in theory and research, these handouts offered a snapshot of each MBTI type, provided a study method based on the four functions and suggested activities with the potential to help students develop their auxiliary, tertiary and inferior functions. Figure 1 describes the MBTI-based study method developed at the SCC Counseling Department, Figure 2 outlines the relationship between type and learning styles, and Figure 3 explores the relationship between type and teaching styles.

Using the MBTI to strengthen teaching and learning is an ongoing process at SCC, but preliminary data indicate that type theory and "type talk" help students and faculty by (1) increasing understanding and teacher-student fit, (2) decreasing comparative thinking, (3) building positive teacher-student bridges, (4) focusing instructor efforts

in a positive direction, and (5) providing hypotheses to help teachers and students make sense of one another and the world in which they exist. Although type does not explain everything that happens in the classroom, knowledge of type alerts faculty members to the gifts and blind spots associated with their type, identifies the teaching techniques to which different types of students respond and suggests strategies that faculty members can use to both motivate students and help them reach their full potential. Applying type theory also provides student affairs practitioners with unique opportunities to create partnerships with their faculty colleagues—partnerships that demonstrate that student affairs has much to contribute to the teaching-learning process.

*Note: See Figure 1 - Page 4*

*Figure 2 - Page 6*

*Figure 3 - Page 7*



Figure 1

# A TYPE - BASED STUDY SKILLS MODEL

## Strategy

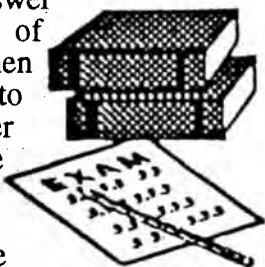
Bring a tape recorder to class. Compare your notes to the tape and correct or add to the notes after each class.

Read the text and class notes. Underline important facts and concepts, paying particular attention to concepts, then go back and develop a list of questions for each underlined area.

Decide how much time you can comfortably study at one sitting. Divide the questions into groups that fit the amount of time you can study. Develop a reward system that is based on the number of questions answered not the amount of time spent studying.

Reread the text and the notes. Answer out loud the questions related to each. Place a check mark next to the questions you answer correctly.

Evaluate how many questions you are able to answer from your list of questions. When you are able to correctly answer 90% of the questions, read the text and the notes one more time, then try to talk about the material with another MBTI type. In general ST students benefit from working with NF students and ST students benefit from working with NT students.



## Rationale (SF Students)

SF's are so busy getting every detail straight that they often miss the big picture, the concepts central to most essay questions. If the lecture is on tape, SF's can listen and place their facts in context.

SF's need to know "up front" what they have to study, but they tend to miss the big picture. Underlining helps SF's to recognize what is important and to define what must be studied. Focusing on concepts helps the SF become aware of the big picture. Writing down questions provides the SF with a step-by-step study plan.

SF's respond well to step-by-step procedures, but studying from books does not particularly thrill them. Developing a list of questions, a time schedule and a reward system solves two problems: focus and interest.

SF's are concrete people who learn best through their senses, and talking out loud engages these senses. Placing a mark next to correctly answered questions allows SF's to easily identify areas that need more review.

SF's tend to get bogged down with details and miss the big picture. Rereading the texts and the notes after mastering the questions allows SF's to search for concepts. Discussing the material with an NF allows the SF to get the perspective of someone who naturally sees the big picture.

## Rationale (ST Students)

ST's are so busy getting every detail straight that they often miss the big picture, the concepts central to most essay questions. If the lecture is on tape, ST's can listen and place their facts in context.



ST's need to know "up front" what they have to study, but they tend to miss the big picture. Underlining helps ST's to recognize what is important and to define what must be studied. Focusing on concepts helps the ST become aware of the big picture. Writing down questions provides the ST with a step-by-step study plan.

ST's respond well to step-by-step procedures, but studying from books does not particularly thrill them. Developing a list of questions, a time schedule and a reward system solves two problems: focus and interest.

ST's are concrete people who learn best through their senses, and talking out loud engages these senses. Placing a mark next to correctly answered questions allows ST's to easily identify areas that need more review.

ST's tend to get bogged down with details and miss the big picture. Rereading the tests and the notes after mastering the questions allows ST's to search for concepts. Discussing the material with an NT allows the ST to get the perspective of someone who naturally sees the big picture.

Figure 1

## A TYPE - BASED STUDY SKILLS MODEL - *Continued*

### Rationale (NF Students)

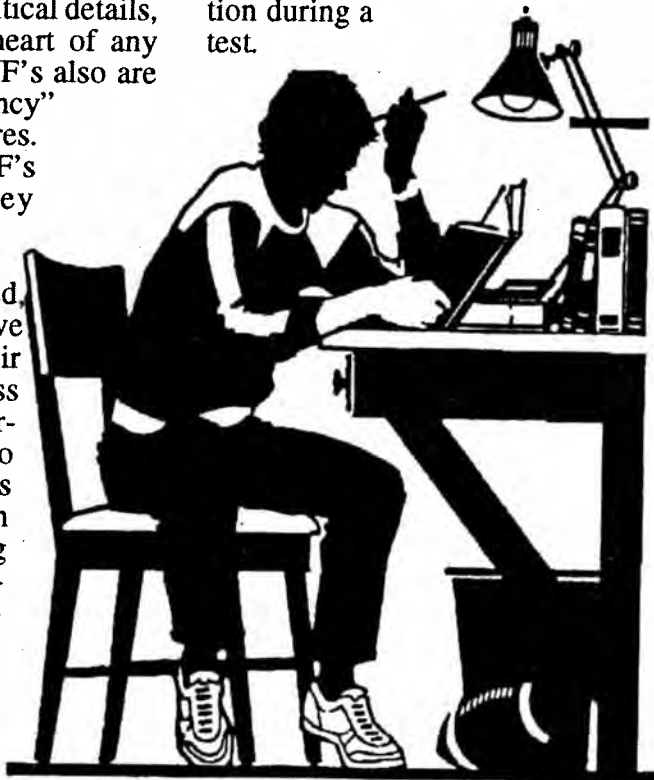
NF's are so busy looking for the big picture that they miss critical details, the facts that are the heart of any multiple choice test. NF's also are subject to "flights or fancy" and miss parts of lectures. If the lecture is on tape, NF's can capture what they missed.

NF's are easily distracted, quickly bored, effective only when they focus their efforts and prone to miss important details. Underlining forces NF's to clearly identify what is important and to focus on facts and details. Writing down questions reinforces the need to pay attention to details.

NF's need the discipline of a system which they have designed. Since NF's are easily distracted and prone to daydream, they also need a system that allows them to study in small increments and to reward themselves after mastering a specific amount of material.

Check marks allow NF's to focus their study efforts where they will do the most good. Talking out loud helps NF's rehearse, placing facts

and concepts in long-term memory, thus increasing their ability to retrieve this information during a test.



NF's see the big picture but miss the details. Rereading the text and the notes after mastering the questions allows

NF's to spot significant details that they did not see before. Discussing the material with an SF allows the NF to get the perspective of someone who naturally pays attention to details.

### Rationale (NT Students)

NT's are so busy looking for the big picture that they miss critical details, the facts that are the heart of any multiple choice test. NT's also are subject to "flights of fancy" and miss parts of lectures. If the lecture is on tape, NT's can capture what they missed.

NT's are easily distracted, quickly bored, effective only when they focus their efforts and prone to miss important details. Underlining forces NT's to clearly identify what is important and to focus on facts and details. Writing down questions reinforces the need to pay attention to details.

NT's need the discipline of a system which they have designed. Since NT's are easily distracted and prone to daydream, they also need a system that allows them to study in small increments and to reward themselves after mastering a specific amount of material.

Check marks allow NT's to focus their study efforts where they will do the most good. Talking out loud helps NT's rehearse placing facts and concepts in long-term memory, thus increasing their ability to retrieve this information during a test.

NT's see the big picture but miss the details. Rereading the texts and the notes after mastering the questions allows NT's to spot significant details that they did not see before. Discussing the material with an ST allows the NT to get the perspective of someone who naturally pays attention to details.



Figure 2

# THE MYERS-BRIGGS AND LEARNING STYLES

## Extroverted Students

1. Pick up ideas from "outside"
2. Do their best thinking "with their mouths open"
3. Talk about half formed ideas with ease
4. Need lots of action and variety
5. Skip from project to project
6. Learn by trial and error
7. Make, move and produce
8. Pursue many projects at once
9. Can dominate a class

Teachers help extroverts by asking them to think before they talk, setting clear directions and limits, and showing how concepts and ideas can be used in "real life".

## Sensing Students

1. Learn by seeing, touching, tasting and handling
2. Follow step-by-step instructions without skipping any steps (particularly when working on a new project)
3. Prefer a classroom with a few choices
4. Want to know how something happens, works, etc.
5. Learn by becoming familiar with an idea, concept or "thing"
6. Comfortable with concrete topics

Teachers can help sensing types by arranging for them to have concrete learning experiences and clear instructions, realizing that these students have a hard time w/symbols (math) and word problems, and allowing S's lots of practice time.

(Potential High Risk)

## Introverted Students

1. Pick up ideas "internally"
2. Do their best thinking by themselves
3. Talk only when they have carefully thought out what they will say
4. Need a lot of quiet time
5. Learn a great deal about a few things
6. Learn by testing ideas in their minds
7. Work with definitions, lists, rules, and theories (if S's)

Teachers help introverts by presenting abstract ideas first then talking about applications, giving I's enough time to

think about an issue or a question before asking them to respond and checking frequently to find out what is going on inside an I's head.

## Intuitive Students

1. Respond to anything that stimulates their imagination
2. Follow inspiration, skip steps and go wherever their imagination takes them
3. Prefer a wide range of classroom options
4. Want to know why something happens, works, etc.
5. Learn by insight
6. "Fill in the blanks" tendency
7. Prefer essay type tests
8. Comfortable with abstract topics

Teachers help intuitive types by arranging learning situations where N's can use their imagination, but N's also need to learn how to channel their inspiration and explain their thought processes.

## Thinking Students

1. Use reason and logic to make sense out of the world
2. Make decisions based on logical consequences
3. Become high achievers in school if they are channelled properly
4. Value the last word in any argument or discussion
5. Prefer to work alone
6. Function best when challenged intellectually

## Judging Students

1. Prefer to work in a structured situation
2. Want to know what the rules are "up front"
3. Respond well to progress charts, records, ceremonies, etc.
4. Want to finish whatever they start
5. May decide they are "finished" before they really are (early closure)

Teachers help judging types by providing structure, an orderly sequence of studies, clearly stated rules, and rewards related to these rules.

## Feeling Students

1. Use their feelings to make sense out of the world
2. Make decisions based on their personal value system or the personal value systems of people who are important to them
3. Become popular and appreciated if handled properly
4. Value harmony and agreement
5. Prefer to work in groups
6. Function best when they feel appreciated

Teachers help feeling types by letting these students know that someone appreciates their work, allowing them to work in groups where they can help other students, maintaining harmony in the home and in the classroom, and realizing that F-types need friends.

## Perceptive Students

1. Value variety and change in their lives
2. Prefer to work in situations where they have chosen the task, the system and the rules
3. Do not respond well to charts, records, ceremonies, etc.
4. Follow their curiosity wherever it takes them, even if they never finish anything
5. Tend to achieve closure with great difficulty

Teachers help perceptive types by providing variety, novelty and change within the context of school and family goals; making the classroom more flexible; and allowing P's to follow their curiosity, be spontaneous and choose some of the activities in which they participate and the rules by which they live.





Figure 3

# THE MYERS-BRIGGS AND TEACHING STYLES

## Extraverted Teachers

1. Pick up ideas from "outside"
2. Do their best teaching "with their mouths open"
3. Talk about half formed ideas with ease
4. Need lots of action and variety in the classroom
5. Skip from project to project
6. Learn by trial and error
7. Make, move and produce
8. Pursue many projects at once
9. Tend to dominate a class

Extraverted teachers need to practice listening skills, think before they talk, set clear directions and limits for students, work at something in depth, and wait at least 5 seconds between asking a question and calling on a student to give an answer.

## Sensing Teachers

1. Help students learn by seeing, touching, tasting and handling
2. Ask students to follow step-by-step instructions without skipping any steps (particularly when producing a new concept)
3. Organize a classroom with a few choices
4. Focus on how something happens, works, etc.
5. Learn by becoming familiar with an idea, concept or "thing"
6. Prefer to teach in a concrete, hands-on way

Sensing teachers need to develop their imaginations, occasionally follow their inspiration, offer alternative instructional strategies for intuitives, and try to understand why something is happening.

## Introverted Teachers

1. Pick up ideas "internally"
2. Do their best thinking by themselves
3. Talk only when they have carefully thought out what they will say
4. Need a lot of quiet time
5. Prefer to learn a great deal about a few things
6. Prefer to learn by testing ideas in their minds
7. Work with abstract ideas (if N's)
8. Work with definitions, lists, rules, and theories (if S's)

Introverted teachers need to share what is happening inside their heads, recognize that 75% of their students will be Extroverts, program some variety and action into their classrooms, and apply abstract concepts to "real life".

## Intuitive Teachers

1. Reward imagination and creativity in their students
2. Follow inspiration, skip steps and go wherever their imagination takes them
3. Offer a wide range of classroom activities
4. Focus on why something happens, works, etc.
5. Teach by insight

Intuitive teachers need to remember that 75% of their students (K-12) are sensing types. To help these students, intuitive teachers need to provide hands-on instruction, discuss how something happens, "list all the steps" engage their students' senses, and stay focused.

## Thinking Teachers

1. Use reason and logic to make sense out of their classroom and its students
2. Make decisions based on logical consequences
3. Prefer to be seen as tough teachers who value high achieving students
4. Want the last word in any argument or discussion
5. Believe that students learn best in an intellectually challenging environment
6. Prefer teacher-centered teaching techniques (lecture, demonstration)
7. Able to live without harmony and agreement

Thinking teachers need to factor student feelings into the educational equation, value student work even in its imperfect stages, understand how important harmony is for some students, and avoid being too critical.

## Judging Teachers

1. Value structured classrooms
2. Establish rules and expectations "up front"
3. Use progress charts, records, ceremonies, etc.

4. Finish whatever they start
5. Prefer to make quick decisions
6. Reluctant to change decisions or rules

Judging teachers need to avoid making "snap" decisions or comments that can stifle learning, provide students with opportunities for autonomy, know when to quit, and encourage curiosity and spontaneity in the classroom.

## Feeling Teachers

1. Use their feelings to make sense out of their classroom and its students
2. Make decisions based on their personal value system or the personal value systems of people who are important to them
3. Prefer to be seen as popular with/appreciated by students in their classrooms
4. Value harmony and agreement
5. Believe that students learn best in a warm nurturing environment
6. Prefer student-centered teaching techniques (discussion, role play)

Feeling teachers need to avoid over-identifying with students, recognize the dangers involved in trying to please everyone, limit the amount of personal information they share with students, and provide honest feedback to students.

## Perceptive Teachers

1. Value variety and change in their classroom
2. Prefer to work in schools where they have chosen the task, the system and the rules
3. Avoid charts, records, ceremonies, etc.
4. Follow their curiosity wherever it takes them, even if they never finish anything
5. Prefer to postpone final decisions
6. Willing to change decisions or rules

Perceptive teachers need to remember that they usually work with J administrators. To survive in a school system, P's need to establish some structure in their classrooms, handle routine chores with a smile, provide for closure, and implement some type of accountability system.

## Commission XI Elects Ten New Directorate Members

Ten Commission XI members were nominated to a three-year term on the Directorate by their colleagues in December. Because the number of nominees matched the number of seats available, Commission XI did not have to hold a general election.

The new Commission XI members are:

**Dr. Ronald J. Steinke** is Dean of Counseling and Student Development at Fullerton College. He has more than 20 years of experience in community college administration. Additionally, he has worked as a counselor and taught English, Psychology, Human Relations for Business and Communication for Managers. Ron is President of the Board of Directors for the National Council Student Development and a former member of Commission XI Board of Directors. Previously he has served as Program Chair for Commission XI.

**Nancy Bently** is currently serving as Assistant Dean of Student Services and Director of Counseling at College of Lake County, just north of Chicago. She has been employed in student services, mid-management positions for the past 17 years at both two and four-year institutions. Nancy has served as President of a state chapter of ACPA (Illinois) and has been a former member of Commission XI.

**Dr. Dianne Horton** is a counselor and instructor at Brookhaven Community College, one of the seven campuses of the Dallas County Community College District. She is Chair of the Student Development Institutional Effectiveness and Research group for the district. She has more than 20 years of experience in counseling/human development instruction in a community college setting. Dianne has coordinated numerous community projects related to Mental Health Advocacy. Dr. Horton is a member of ACPA.

**Dr. Ben Young** is Vice President, Student Services at Lincoln Land Community College in Springfield, Illinois. He has recently developed a new facility with student child care services, strategic planning, student tracking systems, academic advising models and their relationship to student retention. He is Community College Network Chair, Region IV-East for the National Association of Student Personnel Administrators. Additionally, he is the 1994-95 President for the Illinois Council of Community College Administrators Student Services Commission.

**Dr. Karin Treiber** is Vice President for Student Affairs at Minneapolis Technical College in Minneapolis, Minnesota. She is a member of the Minnesota College Personnel Association where she served on the program planning

committee for the MCPA Fall 1994 Conference.

**Emeterio M. Otero** is Director of Student Services at Damon City Center, which is the Monroe Community College's Downtown Campus. Emeterio directs the enrollment management component of the Student Services area.

**Dr. Ralph Ford** is Director of Admissions and Guidance at Monroe County Community College in Monroe, Michigan. He is a past member of Commission XI's Small College Concerns Task Force, Marketing Committee and Program Committee. In addition, Dr. Ford has been a volunteer with the ACPA Convention Placement Center.

**Mary McGhee** is Director of Student Activities at Seattle Central Community College in Seattle, Washington. She is a Member-at-Large on the ACPA Executive Council. She was Exhibits Chair for the 1992 ACPA San Francisco Convention. Additionally, she is a directorate member of the ACPA Standing Committee for Women (1989-1990). She is also the Chair of the ACPA Standing Committee for Lesbian, Gay and Bisexual Awareness Committee.

**Dr. Mel Gay** is Dean of Student Development Services at Central Piedmont Community College in Charlotte, North Carolina. He has



*Commission XI Elects...Continued*

more than twenty five years of experience in Student Development in a community college setting. Dr. Gay is a member of the North Carolina Student Development Personnel Association. He was also a member of the National Council on Student Development team which revised the 1984 Traverse City Statement on Student Development in Traverse City in 1989.

**Jean Conway** is faculty/advisor for English As A Second Language students at Brookhaven Community College in Dallas, Texas. She has received the NISOD award for teaching excellence and the TEXTESOLAR (Texas Region Affiliate of Teachers of English to Speakers of Other Languages) Of The Year Award. She is a member of the Texas Advisory Committee for TASP ESL issues and a member of TESOL (Teachers of English to Speakers of Other Languages).

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## Eleven Update - Call For Articles!

Deadline for articles to be included in the Spring/Summer 1995 issue of **Eleven Update** is March 20, 1995.

Mail articles to:

Dr. Maggie Culp or Victoria Nanos  
Seminole Community College  
100 Weldon Blvd.  
Sanford, Florida 32773

FROM THE AMERICAN COLLEGE PERSONNEL ASSOCIATION

# STUDENT AFFAIRS

A Profession's Heritage

Audrey L. Rentz  
Editor

# STUDENT AFFAIRS

A Profession's Heritage

Second Edition

Edited by Audrey L. Rentz

An essential reference for understanding the evolution of the college student personnel field, *Student Affairs: A Profession's Heritage* traces the development of the field from its beginnings through the writings of Cowley, Williamson, Mueller, Lloyd-Jones, Wrenn, Penney, Tripp, and Shaffer through the student development emphasis of Crookston, Parker, and Hurst. This second and expanded edition of *Student Affairs* also discusses issues of concern for today's student personnel professional such as how gender and race influence the development of identity during the college years and the feminization of the profession.

September 1994, 782 pages

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# COMMISSION XI SPONSORED PROGRAMS

## 1995 ACPA CONVENTION

### BOSTON, MARCH 18 - 22



#### General Session

Revising Theory and Improving Practice: Education and Identity Revisited - Dr. Art Chickering, Dr. Linda Reiser

#### Sponsored Programs

- **Freshman Seminar: A Collaborative Model that Works** - Dr. Evelyn Clements  
Marriott: Brandeis 8-9:15 Tuesday
- **Developing a Student Access Network through a Partnership Approach** - Nancy Bently  
Marriott: Brandeis 11- 12:15 Tuesday
- **Opportunities for New and Continuing Professionals at Two-Year Colleges** - Matt Moreau  
Marriott: Suffolk 12:30 - 1:45 Tuesday
- **Effective Strategies for Retaining ESL Students in a Community College** - Dr. Isabel Huskey  
Marriott: Brandeis 2 - 3:15 Tuesday
- **The Future of Community College Counseling: High Tech, High Touch** - Dr. Steven R. Helfgot  
Marriott: Brandeis 3:30 - 4:45 Tuesday

#### Co-Sponsored Programs

- **More than a Place to Park: New Developments for Commuters** - Adrienne J. Mancke  
Marriott: Provincetown 11 - 12:15 Monday
- **Mental Health Consultation in the Community College: New Perspectives, New Practices** - Dr. Gregg Eichenfield  
Marriott: Simmons 3:30 - 4:45 Monday
- **Gender-Based Team Building: Moving Toward New Practices** - Dr. Kay Martens  
Marriott: Boston College 9:30 - 10:45 Wednesday

## Interassociation Conference Scheduled For October 25-29

Commission XI, the National Council for Student Development, and the NASPA Community College Network will join forces in October to sponsor the second **Interassociation Conference**, a gathering of two-year student development practitioners from all over the country.

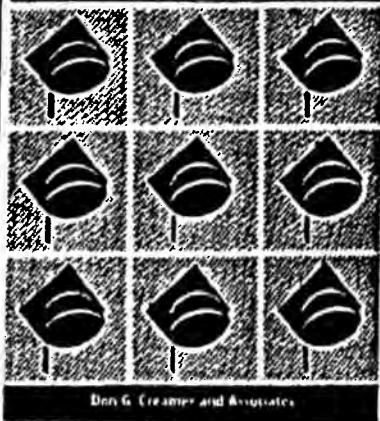
The first Interassociation Conference, held in Chicago in 1992, was attended by over 800 professionals, most of whom rated the experience as one of the highlights of their career!

More information about the conference will be available in the summer issue of **Eleven Update**, but student affairs practitioners need to mark their calendars now and convince their presidents to set aside money for them to travel to Dallas in the fall.

### FROM THE AMERICAN COLLEGE PERSONNEL ASSOCIATION

#### College Student Development

THEORY AND PRACTICE FOR THE 1990's



#### COLLEGE STUDENT DEVELOPMENT Theory and Practice for the 1990's

By Don G. Creamer and Associates

This book covers contemporary thinking about developmental programming and presents a status report on the principle of intentionality in developmental programming in student affairs. Contents include an update by Bob Rodgers of his earlier summary of student development from the cognitive-developmental and other perspectives.

**Contents:** PART I: INTRODUCTION. Progress Toward Intentional Student Development; The Professional Practice of Student Development. PART II: THEORETICAL FOUNDATIONS OF PRACTICE. Recent Theories and Research Underlying Student Development; Assessing Development From a Cognitive-Developmental Perspective; Assessing Development From a Psychosocial Perspective; Understanding and Assessing College Environments. PART III: APPLICATIONS OF DEVELOPMENTAL THEORY. An Integration of Campus Ecology and Student Development: The Orlantangy Project; Use of a Planned Change Model to Modify Student Affairs Programs. PART IV: MAJOR ISSUES IN PRACTICE. Ethical Practice in College Student Affairs; Student Outcome Assessment: An Institutional Perspective. Don G. Creamer is Professor in Graduate Studies in College Student Affairs and special advisor to the Vice President for Student Affairs at Virginia Polytechnic Institute and State University.

Model to Modify Student Affairs Programs. PART IV: MAJOR ISSUES IN PRACTICE. Ethical Practice in College Student Affairs; Student Outcome Assessment: An Institutional Perspective. Don G. Creamer is Professor in Graduate Studies in College Student Affairs and special advisor to the Vice President for Student Affairs at Virginia Polytechnic Institute and State University.

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**ELEVEN UPDATE**

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Newsletter of Commission XI  
Student Development in  
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American College Personnel  
Association  
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**ACPA UPDATE****NEWS!**

**CONFERENCES:** ACPA participated in many teleconferences this fall...

- **Career Fairs** at Loyola University, Chicago; California State University, Long Beach; Towson State University — Oct. 1994
- **Focus on Student Learning: Imperatives for Student Affairs**, Bowling Green State University—Sept. 30 - Oct. 1, 1994
- **4th International Conference on Sexual Assault on Campus** Sept. 29 - Oct. 1, 1994
- **Commuter Students: Who's in the Driver's Seat?**—Nov. 17, 1994
- **Contemporary Gender Relationships on Campus**—Nov. 9, 1994
- **Look Who's Coming To College**—Oct. 26, 1994

**COMING SOON.....**

- **Diversity: Transforming the Academy**, Joint Specialty Conference with NCEO, St. Louis, Missouri—May 5-7, 1995 (All ACPA members will receive registration material)

**PUBLICATIONS:**

Student Affairs: A Profession's Heritage (2nd Edition), edited by Audrey L. Rentz.

- essential reference for understanding the evolution of the college student personnel field
- discusses issues of concern for today's student personnel professional, such as how gender and race influence the development of identity during the college years and the feminization of the profession.



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