

eleven update

Commission XI: Student Development In The Two-Year Colleges



Graduate Preparation Programs in Student Affairs

■ *Challenges and*
■ *Opportunities*

In this edition:

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Remarks from the Chair



Happy New Year to One and All. Welcome to the new millennium. It is hard to believe, but the 2000 ACPA Annual Convention is upon us: this year's theme "ACPA 2000 & Beyond: Capitalizing on Scholarship, Leadership and Citizenship" will be very informative and complements well our featured articles in the Winter/Spring issue of *Eleven Update* which focus on the Graduate Preparation for Community College Student Services Professionals, the convention will be held April 1 through April 5, 2000, in Washington, D.C. It is imperative for graduate programs preparing professionals in the student affairs field to incorporate the community college experience in its curriculum. Our thanks to Dr. Maggie Culp, guest editor of this issue.

This issue also includes information on Commission XI sponsored programs and roundtable discussions for the ACPA National Convention which should prove very informative and useful to student affairs professionals in two and four year colleges and universities. Our thanks to Ms. Queen Foreman McMiller and Dr. Isabel Huskey, Co-Chairs of Sponsored Programs.

The Directorate will be met on Sunday, April 2, 2000, from 9:30 A.M. to 5:00 P.M. You are invited to participate in the discussions and meet the Directorate. Our business meeting is scheduled for Tuesday, April 4, 2000 from 2:00 P.M. to 3:00 P.M. I encourage you to attend, as we will be developing our yearly agenda for Commission Eleven. We welcome your thoughts and ideas. You are also invited to our Friends Reception on Tuesday, April 4 from 7:00 P.M. to 8:00 P.M. Please check the convention booklet for locations.

We are incorporating a new feature to our newsletter. We will be inviting two-year college presidents from different regions of the country to submit an article for *Eleven Update*. Dr. Dorsey Kendrick, President of Gateway Community College, New Haven, CT, will be the first president to submit an article. Commission Eleven welcomes such quality participation.

The Directorate looks forward to seeing all of you in D.C. If you are not able to attend but would like to become involved with Commission Eleven feel free to contact me at gw_luna@commnet.edu or at (203) 789-7012.

Sincerely,

Wilson Luna, Chair, Commission XI

Interim Enrollment Manager

Gateway Community College

New Haven, CT

Congratulations

Dr. Gaynelle Hayes

Galveston College

Chair-Elect for Commission XI

Chair-Elect: 2000-2001

Chair: 2001-2003



Dr. Dorsey L. Kendrick
President
Gateway Community College
New Haven, CT

What challenges and opportunities are facing the two-year colleges in the new millennium?

"Today's global marketplace demands highly skilled, and effective managers".

Earl G. Graves

Black Enterprise Magazine

I have been a part of the community college system for fifteen years and during that time I have seen many new initiatives that have been supported at the national, state, and local levels. These have changed the value and perception of the community college's role in higher education. We, as community colleges, are truly an intricate part of higher learning.

I believe that the 21st Century will afford us some very challenging opportunities that will add even more value, expand services, and impact more lives in greater numbers than in the past. However, community colleges will have to deal with some hard decisions in order to maintain their mission, purposes and competitive edge among other institutions affiliated with the learning enterprise.

Some of the significant issues with which we will be confronted:

- Scarcity - Both human and financial resources.
- Competition - Competition among the various service delivery organizations, as well as ongoing professional development of staff to facilitate learning on a continual basis.
- Technology - Keeping pace with rapid changes in technology and upgrades of applications needed to stay competitive.
- Change - Eradication of old practices and development of new strategies to achieve desired outcomes; difficult for many colleges because it requires moving from synchronous to asynchronous learning.

- Global Marketplace - A more multi-cultural, multidimensional, competitive, and ever changing marketplace, a need for creating new systems to serve our student populations in extraordinary ways, addressing culture, language, race, gender, age, and learning styles in more individualized ways, recognizing each individual's uniqueness, skills set, and learning pace.

- Leadership - Acquisition of skills that facilitate change, value diversity, resolve issues, and lead vision in ways that support empowerment, teamwork, shared decision-making, creativity, and passion. Community colleges need to start developing with more vigor a pipeline of individuals seeking mentorship, scholarship, and the support necessary to lead. This group must be diverse in terms of race, gender, culture, and leadership style; they must possess a passion for people's success and a willingness to compromise their own goals to achieve those of the broader community.

Condoleezza Rice, author of "Sometimes You Can Go Home Again to Academia" wrote, "No other environment can match the energy of a place like this where leaders in their fields create ideas and transmit them to the best young minds in the world."

The future for us as community college leaders is wide open: We must seize it, embrace it, celebrate it, and use it to open doors of knowledge, create fountains of hope, and provide an abundance of skilled workers effectively prepared because of our efforts made the difference.

Developing the Student Affairs Team in the Community College

Marguerite M. Culp, Associate Vice-President, Retention and Student Services, Austin Community College

Introduction

Chief Student Affairs Officers need to devote as much attention helping newly hired staff members develop professionally as they do discussing the professional preparation of graduate students. The tendency in our profession is to assume new hires will acquire needed skills through osmosis by spending time on the campus; experience confirms that this doesn't always work. A degree in Student Affairs is a license for new practitioners to learn not a guarantee they are ready to function fully as part of the Student Affairs Team. Conversely, seasoned Student Affairs professionals need assistance—and incentives—to continually update their skills and their knowledge of student development theories and practices.

Developing New Professionals

Every Student Affairs Office in a community college should provide new hires with the following information: (a) organizational charts for the college and for Student Affairs; (b) the mission, goals and long range plans for Student Affairs at the college; (c) the objectives and outcome measures for each area within Student Affairs; (d) major accomplishments for the past three years; (e) job descriptions for major positions within Student Affairs as well as one for the new staff member's; (f) a clear understanding of how the new staff member fits into the "big picture"; (g) the

Student Affairs Procedures Manual; and (h) an accurate picture of the college's culture.

In addition to this information, Chief Student Affairs Officers must work with their staff to design comprehensive orientation experiences for new hires, which include, but are not limited to, the following activities:

1. An opportunity to compare their skills, attitudes and values with the skills, attitudes and values needed at the community college
2. A coaching system that assigns new professionals to an experienced Student Affairs practitioner their first year at the college
3. A professional development plan which outlines the attitudes, values and skills the college expects new professionals to develop and describes what the college will do to help practitioners work their plan and grow professionally
4. An evaluation system that clearly outlines how the college will measure the new professionals' progress toward their goals.
5. An opportunity to observe, interact with, perform for, and be coached by Student Affairs staff members who are considered the best in a variety of areas at the college
6. Access to a video library that contains examples of ideal orientation sessions, test interpretations, career counseling sessions, and leadership training
7. Opportunities to meet formally and informally with Student Affairs

staff to discuss the relationship between theory and practice and to determine how theory shapes professional practices in Student Affairs at the college

8. Opportunities to share their skills and knowledge in a structured way with other Student Affairs staff

Helping Experienced Professionals Keep Their Edge

No one comes to work in the morning planning to do a bad job. But after a few years in the trenches, even the best staff members start to lose their edge if they do not have a chance to develop professionally. Rapid changes in technology, workforce demands, student demographics, faculty and student needs, and developmental theory create a climate at most community colleges where change is the rule and where staff members struggle to anticipate and prepare for the future. Without strong leadership at the top, Student Affairs staffs cannot handle their day-to-day responsibilities and take the time to think about professional development. The immediate needs of the student take precedence over the long-range needs of the practitioner. However, strong Student Affairs leaders recognize the need to promote professional development and to help staff members:

- Understand and influence the direction that the college and the Student Affairs Program will take over the next three-to-five years
- Identify and keep up with national trends in their profession
- Identify the skills and knowledge needed to remain competitive at the college and within the profession
- Use their new skills and knowledge to strengthen the Student Affairs Division and the college

Chief Student Affairs Officers do this by working with staff to design, offer, and fund a variety of professional development activities; by requiring staff members to create *Professional Development Plans*; and by encouraging supervisors to approve and/or modify these plans based on the college's strategic goals; and by making sure that the institution includes an evaluation of professional development activities in its annual performance review. Indeed, professional development opportunities should include, but need not be limited to the following:

- On-campus enrichment activities designed to build teams and help staff acquire new skills
- Credit or non-credit courses

taught in the classroom, via the web, distance learning, or through correspondence

- Local, state or national conventions, conferences, and training sessions where staff members acquire new knowledge that they share with their colleagues when they return to the college
- Faculty or peer led training sessions
- Job exchange programs within the college
- Job exchange programs with other two and four year institutions
- Internships or job exchange programs with business, industry, and government
- Designing, implementing, and evaluating new programs
- Monthly brown bag lunches where members read and discuss books, monographs, and articles
- Mentoring new professionals
- Writing position papers to distribute at the college, or articles for local newsletters or national journals
- Sabbaticals

The list could go on and on. The key is to send a clear message to practitioners that the institution values its professional development expects them to remain on the

cutting edge of their profession, and will assist them to do so.

Conclusion

The professional preparation for a career in Student Affairs, which starts in graduate school, should never end. Chief Student Affairs Officers have an obligation to prepare their students, their colleagues, and their institutions for the future by offering a wide variety of professional development activities for new and experienced professionals and by creating an environment where professionals value these opportunities. Student Affairs Practitioners have an obligation to shape their institution's professional development program, to use the program to remain on the cutting edge of their profession, and to create new programs or modify existing services based on their professional development experiences. Everyone has a responsibility to search for the best ideas and the most effective strategies to help students succeed, no matter when or where these ideas and strategies originated. An organized professional development program sets the table for the search.

Membership

It is important to remember that each time you renew your membership, you also need to indicate Commission XI: Student Development in Two-Year Colleges as one of your commission on ACPA's renewal form. Renewing each year ensures not only membership but also your subscription to our newsletter. *A list of opportunities within Commission XI will be available at the Carnival. Make sure to stop by our table.*

Professional Preparation for Community College Student Affairs Work Some Observations

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Introduction

When I entered my professional preparation program in 1970, community colleges in the United States were few, and they were on the periphery of higher education. Most of them were traditional "junior colleges" preparing students to go on to the university. In my Master's Degree program, I cannot recall a single discussion about junior colleges. We never heard a speaker discuss about junior colleges, and there was certainly no course on the two-year college. Yet, as I was earning that degree, community colleges were exploding onto the American educational landscape and would continue to do so for a decade or more. When I returned to graduate school to pursue a doctorate in the late seventies (at a large state university this time, as opposed to the private university from which I had received my MA), I could take courses from a professor who specialized in the community college. Today, I am privileged to be an adjunct faculty member in a professional preparation program, at California State University, Long Beach, that is—I believe—fully inclusive of the community college in its curriculum. All, it would seem, is well and as it should be. There has been considerable progress in the three decades of my career.

On closer observation though, perhaps not all is as it should be and perhaps there has been, in fact, less progress than would seem apparent. For most of the decade of the nineties, members of the Directorate of ACPA Commission XI (Student Development Programs in the Two-Year College) have sponsored a program at the annual ACPA convention, usually entitled something like "Employment Opportunities in the Community College." Each year the room in which the program is held is filled to capacity with graduate students and young professionals interested in working in the community college. And each year, their refrain is the same: nowhere in their professional preparation have they learned about the community college, about community college students, and about student affairs practice in the community college. The feelings they express about this gap in their professional education range from frustration and anger, to indignation and resentment.

In a wholly unscientific manner, I would like to share some observations about 1) why so many new professionals are interested in working in community colleges 2) why professional preparation programs seem so uneven in their level of inclusiveness of the community college 3) what might be

added in a professional preparation program inclusive of the community college, and 4) how the community college might become a normative part of all professional preparation programs.

Interest in a Career in Community College Student Affairs Work

Like many of my professional generation, I "fell" into community college work. I certainly did not begin my graduate education expecting to work in a community college. As I was looking for my first job, though, there were just more (and incidentally more interesting) positions available at the new community colleges in the metropolitan area where I lived and went to school.

Today, however, it is very different. A significant number of graduate students in Student Affairs and Counseling come into school planning on a career in the community college. The reasons for this are several and include the following:

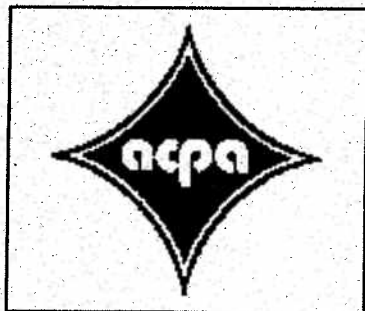
- Many of today's graduate students began their own educational careers in community colleges. They had very positive experiences there, most particularly, very positive experiences with student affairs professionals—especially with counselors and/or advisors.
- There is a perception that community college student affairs

work is "meatier" than similar work in four-year institutions. Students are seen as more needy. Student affairs professionals are seen as being more central to the institution's mission. There is a sense that there is more variety and more substance to the work and that an individual professional can simply get more done.

- There is a sense (not without merit) that student affairs professionals in community colleges may be more valued than their counterparts in senior institutions. In many community colleges, counselors (who make up the largest number of student affairs professionals in community colleges) have faculty status, rank, and most importantly tenure.

- Finally, there is a perception (with some truth to it) among graduate students that career opportunities, compensation, and benefits are better in the community college.

In summary, new graduate students coming into the field are often very familiar with the professional reality of the community college. They find that reality attractive and are genuinely interested in working in the community college. The problem, in too many cases, is that they are more familiar with the two-year college environment than are the faculty in the preparation program. Even more, while students see a career in the community college as being of high status, preparation faculty may have just the opposite view.



Program Differences in Inclusion of the Community College

Why is it that some professional preparation programs fully include the community college in the curriculum and others virtually ignore it? Again, there are several reasons:

1. Professional preparation programs are responsive to the market niches they serve. A program that is essentially a local or regional program serving an area with a large number of community colleges will of necessity prepare students to work in those colleges. It is hard to imagine, for example, that in a state like California, with 107 community colleges (compared to 20 California State University campuses and 9 campuses of the University of California) that professional preparation programs would not train students for work in those institutions.

2. Professional preparation programs reflect the attitudes, experiences and even the biases of those who administer and teach in them. Faculty who are familiar with community colleges, who know, understand, and appreciate them are more likely to include them in the curriculum and teach about them. Faculty who do not know

much about community colleges and student affairs practice in community colleges, or who have little or no experience with community colleges are not likely to teach about them. Worse, faculty who have a

negative bias toward community colleges—and who don't want their graduates to work in the community college—may choose not to include the community college at all or to disparage it.

3. Some professional preparation programs may (for very good reasons) choose to specialize the focus of the program, and that specialization may preclude inclusion of the two-year college.

What is important is that each professional preparation program honestly asks itself if it should include the community college in its curriculum. If the answer is yes, as logic would suggest, it will be for regional programs serving an area with large numbers of community colleges and national programs which should have a broad perspective; then, program faculty and administrators next have to ask themselves: what should be included and how can it be done.

Community College Content in the Curriculum: What Should be Included?

Space does not permit the extensive detailing of a community college student affairs curriculum; however, a delineation of such topics—either to be included in existing courses or to become courses themselves—is possible here:

- The Community College (in American Higher Education)
- Community College Students
- Working With Non-Traditional Students
- Developmental Theory (with a focus on adults and those from diverse

(Con't from page 7)

ethnic groups)

- Student Affairs Practice in the Community College
- Understanding and Working With Diversity
- Counseling and Advising Adult Learners
- Working With Commuter Students

This is surely not a complete list and some are, in part, redundant. However, topics like these, combined with guest speakers and opportunities for fieldwork, practica and, internships in community colleges, should provide graduate students with a basic foundation for community college student affairs work

Getting Started:

How can it be done?

It is not likely that many—if any—preparation programs are going to fully restructure themselves to be more inclusive of the community college. Nor is it likely that many programs will have the resources to hire a new faculty member with expertise in community college student affairs. Even given that reality, though, there are still a number of

things that professional preparation programs can do that will help them educate students about student affairs work in the community college. These steps are fairly simple and can result in important change:

1. Consult with local community college student affairs professionals about establishing an advisory committee that can help develop a community college orientation in the curriculum.
2. Invite local community college student affairs practitioners to be guest lecturers in existing classes, to teach classes and to develop new classes (or new approaches to classes) in the curriculum. There are highly experienced individuals (with lots of teaching experience) in community colleges throughout the country.
3. Secure opportunities for fieldwork, practica and internships in two-year institutions. In the best of all possible worlds, require that all students have at least one fieldwork experience in a community or technical college.
4. Consult with colleagues in other programs that are already inclusive

of the community college in the professional preparation curriculum.

5. Consult with ACPA Commission XI about community college professionals available in the area, about resources, and about approaches to teaching about the community college. Commission XI has (both current and past) directorate body members with a long history of teaching in professional preparation programs.

Conclusion

Given the number of community colleges in the United States and the number of student affairs jobs available in those colleges, it would seem only logical that professional preparation programs would educate students for careers in those colleges. However, that is not always, or even often, the case. The reasons are several. The obligation to prepare professionals for this area of higher education is, nonetheless, very real. If faculty are willing it can be done . . . and without all that much difficulty.

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THE NEWSLETTER OF COMMISSION XI - STUDENT DEVELOPMENT IN THE TWO-YEAR COLLEGE

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An Appraisal of Collaboration: Assessing Perceptions of Chief Academic and Student Affairs Officers at Public Two-Year Colleges

Dr. Craig A. Kolins, Dean of Enrollment Services Mt. Hood Community College Gresham, OR

As a recipient of Commission XI's 1999-2000 Research Award, I have been afforded the opportunity to publish a summary of the findings from a national research study that explored perceptions about collaboration between academic and student affairs personnel at public two-year colleges. Specifically, the study identified collaborative practices that occur between academic and student affairs personnel as perceived by chief academic officers (CAOs) and chief student affairs officers (CSAOs). A total of 444 senior-level administrators from 327 public two-year colleges nationwide participated in this study. A more detailed review of the findings will be presented at the ACPA annual convention in Washington, DC, April 1-5, 2000, as a Commission XI sponsored session. I would like to personally thank the directorate of ACPA's Commission XI for providing me with an opportunity to share the study's results.

Conducting an Appraisal of Collaboration

Perceptual dimensions of collaboration were measured by the creation of four Likert scales to determine and compare perceptions that CAOs and CSAOs had about:

- the *importance of collaboration* in enhancing student success (Not Important, Somewhat Important, Important, Very Important)
- their *satisfaction with collaboration* (Very Dissatisfied, Dissatisfied, Satisfied, Very Satisfied)
- the *frequency of collaboration* (Always, Often, Seldom or Never)
- the *level of collaboration* by functional areas (No Collaboration, Limited Collaboration or Shared Collaboration)

Administrator perceptions about collaboration in both academic and student affairs domains were generally positive and were more similar than different. Both CAOs and CSAOs perceived collaboration as "important/very important" to enhancing student success. Only one practice surfaced in which both CAOs and CSAOs perceived that collaboration was only "somewhat important/not important" to enhancing student success—the formal involvement of student affairs personnel in the faculty tenure/promotion process. Both CAOs and CSAOs were "satisfied/very satisfied" with collaboration that occurred at their

institutions. Only one practice surfaced in which both CAOs and CSAOs were "dissatisfied/very dissatisfied" with collaboration—academic and student affairs personnel co-designing and co-presenting workshops to help undecided students select a major. Both CAOs and CSAOs perceived the frequency of collaboration as "often or always." Only one practice surfaced in which significant perception differences existed between CAOs and CSAOs—academic affairs personnel's representation on student affairs committees. CAOs perceived this practice occurs less frequently than did CSAOs. Of 22 functional areas identified for this study, a total of 16 functional areas (73 %) were identified as areas where "shared collaboration" occurred between academic and student affairs personnel. No significant differences in perceptions occurred between CAOs and CSAOs about the level of collaboration that occurred between academic and student affairs personnel.

Dispelling Misconceptions about Collaboration

Academic and student affairs personnel at public two-year colleges should be quite pleased with the overall optimism that exists about collaboration based on the perceptions of CAOs and CSAOs. Twenty-three collaborative programming and policy practices, identified from a review of the literature, were presented to CAOs and CSAOs. Only slight differences in perceptions surfaced in the identification of 20 of the 23 collaborative practices among the respondents. CAO and CSAO perceptions about collaboration are more similar than they are different, refuting the anecdotal literature that academic and student affairs personnel operate in functional silos and interact with students independently of each other (Sandeem, 1991; Schroeder, 1996). The study also offers new evidence that both CAOs and CSAOs perceive collaboration as important to enhancing student success and that both groups have similar perceptions about their satisfaction with collaboration.

Examining Perception Differences

Any perception differences between CAOs and CSAOs may create barriers to academic and student affairs collaboration, but significant perception differences

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have the potential to negatively impact student learning. This study identified that the practices that occur within traditional academic and student affairs domains appear to be the practices where significant perception differences exist (e.g., collaboration between academic and student affairs personnel in classroom instruction and advising student groups). These perception differences in general could be due to ineffective communication between CAOs and CSAOs, differences in organizational and reward structures within academic and student affairs organizations, and philosophical differences about the value and importance of collaboration.

Significant perception differences about collaboration were found based on:

- **Position:** For every practice where significant perception differences were found, CSAOs indicated that collaboration was more important to enhancing student success than did CAOs. Conversely, when analyzing perceptions about satisfaction with collaboration, CAOs were more satisfied with collaboration than were CSAOs.
- **Gender:** Female CSAOs rated collaboration as more important to enhancing student success than did all other administrators. Among all respondents, male CAOs rated collaboration as the least important to enhancing student success.
- **Enrollment:** At institutions below 2,000 students, both administrators had similar perceptions about the importance of collaboration to enhancing student success. At institutions above 2,000, CSAOs perceived that collaboration was more important to student success than did CAOs.
- **CSAO Reporting Structure:** CAOs rated collaboration as more important to student success when the CSAO reported to the CAO rather than the CEO. Conversely, when the CSAO reported to the CEO rather than the CAO, CSAOs rated collaboration as more important to enhancing student success.
- **Previous administrative and teaching experiences:** CSAOs perceived collaboration as more important to enhancing student success than did CAOs based on previous experiences as administrators and faculty. Both CAOs and CSAOs who had previously taught full-time, rated collaboration as more important to enhancing student success than did CAOs and CSAOs who did not have previous experiences as faculty.
- **Educational background:** CSAOs who majored in

arts and humanities, education, and the social sciences rated collaboration as more important to enhancing student success than did CAOs with the same majors. For those who majored in education, CSAOs rated collaboration as more important to enhancing student success than did CAOs when they majored in counselor education, educational administration, and community college administration.

Predictors of Collaboration

One of the most valuable findings of this study was the identification of collaborative practices, demographic and institutional characteristics, and functional areas that served as negative and positive predictors of collaboration. In examining the predictors of collaboration that surfaced, it was evident that certain commonalities existed among the variables. As a result, the predictors were categorized into major themes to identify the relationships between them and to connect the findings to the related literature. Four themes emerged from the study:

- Blending and stretching academic and student affairs roles
- Communicating directly between leaders
- Validating collaboration from the top
- Understanding our differences

Three negative predictors that were identified related to administrators' demographic characteristics. Being a male or being a CAO surfaced as two negative predictors about the perceived importance of collaboration to enhancing student success. The only negative predictor of satisfaction with collaboration related to educational background (those administrators who majored in curriculum & instruction were less satisfied with collaboration than those with other majors in education).

Collaborative practices that public two-year colleges can implement to improve perceptions about collaboration between academic and student affairs personnel and that may help create organizational and reward structures that foster collaboration include:

- Co-designing and co-presenting workshops to help undecided students select a major
- Creating an environment where the CAO and CSAO meet frequently to discuss areas of mutual concern
- Retaining CAO and CSAO in their positions long-term
- Designating funds for the development of new and existing collaborative programs
- Co-developing intervention programs for at-risk students
- Giving academic affairs personnel release time to advise student organizations

- Having a president that supports and encourages collaboration between academic and student affairs personnel
- Involving academic and student affairs personnel in collaborative planning, decision-making, and programming practices
- Shared collaboration between academic and student affairs personnel in academic advising.
- Shared collaboration between academic and student affairs personnel in assessing instructional effectiveness (teaching)

Conclusions

The following conclusions are offered based on my interpretations of the study's findings:

- *CAO and CSAO perceptions about collaboration are generally positive as evidenced by the large number of collaborative practices that occur between academic and student affairs personnel at public two-year colleges.* This conclusion is consistent with the literature that student learning is the responsibility of everyone. It also refutes the literature that suggests that cultural differences between academic and student affairs personnel lead to perception differences about collaboration.
- *CAOs perceive that collaboration between academic and student affairs personnel is important to enhancing student success.* Support for collaboration is becoming more apparent in the higher education literature which suggests that educational leaders outside student affairs at both two-year and four-year institutions realize that faculty and staff roles can no longer be well-defined when considering student learning (Alfred & Carter, 1997; Boggs, 1999).
- *CAOs and CSAOs perceive their collaborative relationship from different perspectives.* The lenses that CAOs and CSAOs use to view their relationships with each other and their work with students appear discordant, but not conflicting, based on the perceptions of those who participated in this study. CSAOs may have rated the importance of collaboration higher than did CAOs because they used philosophical lenses based on the values of the student affairs profession to view collaboration. Conversely, CAOs may have rated satisfaction with collaboration higher than did CSAOs because they used their working relationship with the CSAO to view collaboration. Two possible explanations from the literature exist for this conclusion. First,

LoParco's (1991) qualitative study suggests that academic affairs personnel define collaboration using interpersonal terms (e.g., sharing information, compromising, pulling together, listening to and cooperating with each other) whereas student affairs personnel define collaboration using philosophical terms (e.g., valuing holistic education, believing in collegiality with faculty, promoting civility and developing a shared vision with faculty for student learning). Second, academic and student personnel still have difficulty making connections in their work with each other, with students, and in the learning processes that occur inside and outside the classroom (Schroeder, 1996, 1999).

- *Academic affairs personnel, more than student affairs personnel, set the tone for collaboration.* In order to align themselves with the academic mission, student affairs personnel should consider pursuing collaboration with academic affairs personnel based on their working (interpersonal) relationships which may help move student affairs personnel toward an equal partnership in setting the tone for collaboration rather than focusing on student affairs values that are distant from the core values of higher education (Marcus, 1999).
- *CAOs' and CSAOs' perceptions about collaboration are more similar at public two-year colleges than the perceptions of CAOs and CSAO at four-year colleges and universities.* Compared to the findings of Pregliasco's (1995) study of CAOs and CSAOs at doctoral and comprehensive I institutions, the data collected about the perceived importance, level and frequency of collaboration in this study was more similar between respondents at two-year institutions than were in Pregliasco's study of four-year institutions.

Recommendations

The following recommendations are offered to administrators, governing boards, and collective bargaining units as possible strategies to improve perceptions about collaboration:

- Management directives, board policy and collective bargaining agreements (if applicable) need to reward behaviors, create organizational structures, and reward systems that encourage and foster collaboration. Stated simply, if management wants to increase behaviors that foster collaboration, they must create organizational structures and reward systems that value them.
- CAOs and CSAOs, as leaders, are in positions to affect change among academic and student affairs personnel about how important collaboration is to enhancing student

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- success. CAOs and CSAOs can affect change by (a) providing opportunities for professional development to help academic and student affairs personnel better understand why they need to collaborate (b) consolidating budgets to encourage academic and student affairs personnel to develop collaborative practices, and (c) encouraging both academic and student affairs personnel to explore the perceptions and assumptions they hold about collaboration.
- To improve communication between academic and student affairs divisions, CSAOs and CAOs must inform each other when personnel from the other division participate in collaborative practices.
 - Community colleges may be more successful in strengthening collaborative relationships between academic and student affairs personnel if they increase the number of women who are hired for senior-level administrative positions, especially for the CAO position where females have been historically underrepresented. Providing all staff and faculty with professional development opportunities to educate them about the value that women and CSAOs place on collaborative relationships between academic and student affairs personnel may help males and CAOs understand the perceived importance of collaboration.
 - Community college administrators, governing boards, and collective bargaining units also need to operationalize student success into measurable, objective outcomes to determine the effects these collaborative practices have on student success. A more concrete definition for student success is needed within the community college. There has been reluctance to objectively define student success through measurable student outcomes due to the comprehensive nature of the community college. Demonstrating that collaboration between academic and student affairs personnel leads to improved student success outcomes (e.g., higher student retention, certificate and degree

completion rates) will enable boards, administrators, and collective bargaining units to develop reward systems and organizational structures that value and encourage collaboration between academic and student affairs organizations.

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Eleven Update On Line

To print or view our newsletters, log on to our homepage at www.acpa@nche.edu. At the menu click on Commissions and then click on Commission 11, and this will take you to our page.

How Attractive Are Careers in the Community College to Graduate Students?

Marguerite M. Culp, Associate Vice-President,
Retention and Student Services, Austin Community College, Austin, Texas

Introduction

For the past decade, Commission XI members have offered programs at national ACPA Conventions to increase awareness of career opportunities in community colleges. Commission XI Directorate members also published and distributed a monograph describing careers in Student Affairs in the community college to graduate schools across the nation. Have these efforts made a difference? Are students in Student Affairs graduate programs aware of and willing to consider pursuing careers in the community college? In a completely unscientific attempt to find the answer, the author asked thirty students who had completed at least one semester of their Student Affairs M.A., M.S., or M.Ed. at a large research university to answer three questions: (a) What role does the community college play in higher education? (b) What is the function of Student Affairs in the community college? (c) Would you consider a career in the community college? Their answers follow.

Answers Offered by Graduate Students

What role does the community college play in higher education? These graduate students believed that community colleges had eight major roles—and a “keep-them-in-line function.”

1. Provide vocational training to students not interested in or unable to do the work required for a four-year degree.
2. Collaborate with local businesses to train or retrain workers.
3. Offer a watered-down version of the freshman and sophomore years of college to students not ready to attend a four-year college.
4. Provide a second chance to students who blew it in high school, recent immigrants, and late bloomers with poor test scores.
5. Try to be all things to everyone but end up doing nothing really well.
6. Do the bidding of local boards and businesses who were dominated by “conservative, anti-intellectual, political animals.”

7. Give members of the underclass the illusion that the educational system is open to them when all it does is force them into marginal careers and dead-end jobs.
8. Offer a “no frills” education at a reasonable cost.
9. “Where my mother threatened to send me if my grades didn’t improve after my first semester in college.”

As the following responses demonstrate, graduate students had an interesting view of Student Affairs work in the community college. From their perspective, Student Affairs staffs in community colleges exist to do the following:

1. Recruit students, assist them to understand and fill out forms (admissions, financial aid, and registration), and help them navigate the system.
2. Help students identify a career, usually one that does not require a four-year degree.
3. Help students select classes that fit their career goals and the teachers best suited to teach them.
4. Assist students to adjust to college life and behave appropriately in the classroom.
5. Function as social workers and help students access community services (food stamps, TANF, shelters for battered women, AA programs).
6. Handle discipline when students act out on the campus.

Twenty percent of the graduate students indicated that they did not know why community colleges would employ Student Affairs staff, since they do not have dorms, and that campus life is “the walk from the car to the classroom.”&

Would these graduate students consider a career in the community college?

1. Over one-third said, “No.” From their perspective, there isn’t enough prestige and or a clear path from an entry-level position to Chief Student Affairs Officer. Some described community colleges as provincial institutions where staff members worked too much for too little money. Several students shared their perception that community

(Con't from page 13)

colleges were de-emphasizing Student Affairs and/or awarding jobs and promotions to applicants from under-represented populations. Almost all of the respondents who responded negative shared a belief that it would be difficult to switch from the community college to a four-year college, which meant that graduate students who start in the community college must stay in the community college.

2. Twenty percent said, "Yes." These tended to be community college graduates, members of under-represented populations, and/or graduate students who saw community colleges as a way to make the world a better place. One respondent would work in the community college because it offered a better opportunity for student affairs administrators to become presidents.

3. Some said that they would consider a career in a commuter college or a community college if they could not land a job in a well-known research university or private college.

4. Thirty percent admitted that they did not know enough about Student Affairs in the community college and asked for additional information.

Conclusion

As Steve Helfgot's article in this issue of *Eleven Update* demonstrates, there are some fine graduate programs in Student Affairs across the country that prepare students for productive careers in the community college. But much work must be done before the supply of well-trained student affairs practitioners equals the demand for these practitioners in the community college. Most graduate students, even those considering a career in the two-year college, know very little Student Affairs in the community college. This means that Commission XI members must continue to educate their ACPA colleagues about Student Affairs in the community college, sponsor programs at national conventions to introduce graduate students to the community college Student Affairs Career ladder, and prepare to spend a lot of time mentoring new professionals after they are hired. Since we all live in a "Web World," the Commission XI Directorate needs to update *Careers in Student Affairs in the Community College*, work with ACPA to put the monograph on the web, and invite faculty members to use the document in their classes.

Welcome

Congratulations to the newest members of our Directorate. Their tenure for the three year period, 2000-2003, will begin in April 2000 at the ACPA National convention in Washington, D.C. We are pleased with their willingness to serve in this capacity.

Dr. John Hernandez
Director of Student Services
Santa Ana College, CA

Dr. Darrel A. Luzzo
Dean, Career Development Services
Mt. Hood Community College, OR

Mr. Evan Montague
Director of Enrollment Services
Lansing Community College, MI

Ms. Leslie Webb
Director of Student Development
Art Institute of Seattle, WA

Dr. Mirian V. Wilson
Director of Organizational Development and
Institutional Equity
Cincinnati State Technical and Community College,
OH

Have you subscribed to Commission XI's List Serv yet? Here's how:

- Send an email to
listserv@lists.acpa.nche.edu
- Leave the subject line blank in your email address header
- In the text box, write: subscribe (space) COMMXI-L(space)First name(space)Last name

(for example: subscribe COMMXI-L
Wilson Luna)

Dr. David H Ponitz speaks at the ACPA 2000 National Convention.

Dr. Ponitz is President Emeritus of Sinclair Community College in Dayton, Ohio, and a recognized leader in innovative education at two-year institutions. His topic will be on Learning in Community Colleges.

Under Dr. Ponitz's leadership, Sinclair Community College has grown to an enrollment of more than 20,000 students. In 1989, Dr. Ponitz presided over the opening of the \$24 million Sinclair Center for Corporate and Community Education. This center serves the non-credit needs of more than 10,000 additional students.

Sinclair is one of only 18 member colleges of the prestigious League for Innovation in the Community College. As an active member of the Community Colleges for Institutional Development, Dr. Ponitz is sought out by higher education in Europe, China, and India for his innovations at Sinclair Community College.

ACPA Convention Carnival 2000
"Let Your Voices Be Heard"
MONDAY APRIL 3, 6-8 P.M.
Marriott Hotel

This year's convention carnival will continue the tradition of providing a great atmosphere to meet colleagues, enjoy refreshments, win prizes, and learn about the activities of the commissions, standing committees, and state and international divisions. In keeping with the presidential election year, this year's carnival will have a political convention theme. Visit the booths and cast your ballots on a number of critical issues to higher education and student affairs professionals. Enjoy cultural foods from around the world, the music and entertainment, flags, streamers, and institutional banners.

While at the Carnival plan to visit the Commission Eleven table, bring your friends, and take a tour with us and test your knowledge of community college

Do you know the Community College Today?

Do you know what group of students constitutes the largest population of U.S. college undergraduate ?

If you wish to assist in coordinating and staffing the Commission XI table please contact Ms. Pamela Weidel at Monroe Community College, pweidel@monroecc.edu, (716) 262-1695

ACPA Annual Convention 2000 and Beyond: Capitalizing on Leadership, Scholarship, & Citizenship Washington, DC April 1-5, 2000.

Commission Eleven Sponsor Programs

New Director Member Orientation
Coordinating Presenter: Wilson Luna
Saturday, April 1, 6:00 P.M. – 7:00 P.M.
Marriott, Congressional

Open Directorate Meeting
Coordinating Presenter: Wilson Luna
Sunday, April 2, 9:30 A.M. – 5:00 P.M.
Marriott, Virginia B

Disabilities Issues and Two-Year Colleges
Coordinating Presenter: Wilson Luna
Roundtable discussion
Monday, April 3, 9:30 A.M. – 11:00 A.M.
Marriott, Park Tower Suite 8226

**Putting "Community College"
in Community Service Learning**
Coordinating Presenter: Isabel Huskey
Monday, April 3, 9:45 A.M. – 11:00 A.M.
Omni, Calvert

**Graduate Preparation for Two-Year College
Student Services Professionals**
Coordinating Presenter: Susan Salvador
Monday, April 3, 2:15 P.M. – 3:30 P.M.
Marriott, Virginia C

**The Transfer Student Experience:
Transitions and Challenges**
Coordinating Presenter: Corine Maekawa Kodama
Monday, April 3, 3:45 P.M. – 5:00 P.M.
Marriott, Eisenhower

Graduate Preparation Programs
Coordinating Presenter: Thomas Flynn
Roundtable Discussion
Tuesday, April 4, 9:30 A.M. – 11:00 A.M.
Omni, Palladian

Career Breaks, Up or Out
Coordinating Presenter: Robert Cabello
Tuesday, April 4, 9:45 A.M. – 11:00 A.M.P
Marriott, Truman

**Collaborations between Academic and Student Affairs:
A National Appraisal**
Coordinating Presenter: Craig A. Kolins
Tuesday, April 4, 11:15 A.M. – 12:30 P.M.
Marriott, McKinley

Building a Scoreboard for Data-Based Decisions
Coordinating Presenter: Queen Foreman McMiller
Tuesday, April 4, 12:45 P.M. – 2:00 P.M.
Marriott, Maryland B

**Commission XI
Open Business Meeting**
Coordinating Presenter: Wilson Luna
Tuesday, April 4, 2:00 P.M. – 3:00 P.M.
Marriott, Marriott

The Impact and Outcomes of Community College
Coordinating Presenter: Cathy Colson
Tuesday, April 4, 3:45 P.M. – 5:00 P.M.
Marriott, McKinley

**Commission XI
Friends Reception**
Coordinating Presenter: Wilson Luna
Tuesday, April 4, 6:00 P.M. – 7:00 P.M.
Marriott, Virginia A