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## 2004 NACADA National Conference

- ◆ October 6-9, 2004  
Cincinnati, Ohio—  
register now at  
[www.nacada.ksu.edu](http://www.nacada.ksu.edu)
- ◆ 2-Year  
Commission  
Meeting -  
Thursday, Oct. 7,  
at 8:45 a.m. Room  
68 Cincinnati  
Convention Center



## Welcome...

Welcome to the renewed NACADA Two Year College Commission Newsletter. It has been a while since our last edition, so I'm anxious to share academic advisors' news and events. I hope to hear from more of you. The programs, events, and stories from two year "folks" always inspire me. Summer is almost over and things are beginning to settle into a new semester and new academic year. NACADA's National Conference is around the corner. It will be held October 6-9 in Cincinnati, Ohio.

For more information check the NACADA website [www.nacada.ksu.edu](http://www.nacada.ksu.edu). Dianne Castor, Two-Year Colleges Commission Chair, will be hosting our commission meeting. She always has a fun and informative meeting. It is always a pleasure meeting new people and seeing colleagues I see too infrequently.

Peggy Jordan, Ph.D.  
Two Year College Newsletter Editor  
Oklahoma City Community College  
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## Congratulations to NACADA Two-Year Colleges Commission Award Winners

Congratulations to the following 2004 award winners  
Outstanding Advising-Faculty Category

1. Lee Dyson from Coastal Georgia Community College

Outstanding Advising-Primary Role Certificate of Merit

1. Marianne Blair from Mott Community College
2. Ginny Mihalik from Lehigh Carbon Community College

Outstanding New Advisor Primary Role Certificate of Merit

1. Elizabeth Miazek from City Colleges of Chicago

Electronic Publication-CD/Other Category

1. Paula Fuhst from Yavapai Community College

The Two-Year Colleges Commission is extremely proud of our commission members and we applaud you for your hard work and dedication to the field of advising. Advisors who do a good job need to be recognized for their accomplishments.

Dianne Castor

Two-Year Colleges Commission Chair

Coastal Georgia Community College

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## Developing a Learning-Centered Model for Enrollment



*“Students were made active participants in their own educational planning and enrollment process.”*

Student Development Services at Coastal Georgia Community College undertook a restructuring of the enrollment process to create a learning-centered approach that facilitates student involvement, emphasizes developmental academic advising, and optimizes use of technology. The process involved development of new on-line resources, expansion of enrollment periods, use of Banner holds to enforce required advising, and creation of a “welcome and information center” as a resource for new and continuing students.

**ON-LINE RESOURCES:** For students to be active participants in the educational planning and enrollment process, ready access to information was required. For new students, an **on-line orientation** was developed which included an **admission checklist** and connections to **downloadable forms**. For both new and continuing students, **on-line program plans** and an **on-line degree audit** process were developed and made available through the CGCC website. These resources were closely connected to the **Banner for Students** tools (called “Coast”). **Web enrollment** using COAST was established to allow for extended enrollment time frames prior to the start of semesters.

**ON CAMPUS RESOURCES:** Introduction of the on-line resources allowed for changes in the on-campus processes. **Admission** processing was analyzed and modified to allow for on-going enrollment. **Placement Testing** was migrated to COMPASS and made available on a daily walk-in basis. **Academic advising** was required of all students prior to enrollment and enforced with the use of Banner hold on web enrollment. A **“Welcome and Information Center”** was established within the existing Student Development Services office to serve as a “front door” for new students and a resource for continuing students. These

changes were widely advertised both on-campus and through community advertising.

**LAST MINUTE ENROLLMENT:** The enrollment period immediately prior to the beginning of the semester was re-named “Last Minute Enrollment” and was given additional attention. To improve quality and efficiency of student services during the “last minute enrollment”, staff from across Student Development Center expanded the “Welcome Center” services to provide admission advising, orientation, admission intake, academic advising, orientation, and referrals. Signage and student greeters were used to direct new students to the Welcome Center which was relocated to the main area of the Student Center. The Library computer lab was used as the “Welcome Center Annex” and facilitated students’ web enrollment.

### **BENEFITS:**

Intake advising through the “Welcome and Information Center” insured that application packets were complete, appropriate placement testing was conducted, and adequate academic advising was provided. Students were made active participants in their own educational planning and enrollment process. A more welcoming environment was created and the process was approached in terms of a learning event. Students benefited in being able to enroll in a timelier manner. Staff reported the changes greatly improved efficiency of efforts. Enrollment patterns have shifted dramatically to earlier enrollment by both new and continuing students.

Dick Vallandingham, Ph.D.

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## Why is it Important to be Involved in NACADA and a Commission?

A long time ago I heard a comment that made me stop and think about why certain things are done. The comment was, "If you DO NOT VOTE, don't complain." What does that statement have to do with NACADA? When a person joins an organization, there was a reason they joined in the first place. Was that reason to become involved in a professional organization; someone else pays the dues so I joined; or was it, I really want to get the most out of the organization so that I can gain new ideas or meet people who are professionally involved in the same areas in which I am working. The goals of NACADA and the Two-Year Colleges Commission are certainly the latter. Someone mentioned that not many two-year college people are involved in NACADA and wanted to know why they were not involved. This made me stop and think about why they are not involved. There are certainly many opportunities for everyone to become involved and it does not matter whether a person is from a two-year, four-year, or comprehensive university.

A person who is involved is more likely to stay in an organization and have more to contribute to the organization than one who just attends a few meetings and just sits in a seat with nothing to contribute. You may be asking yourself what you can do to get involved. There are all kinds of committees and volunteer opportunities for you in NACADA. Just go to the NACADA website at [www.nacada.ksu.edu](http://www.nacada.ksu.edu) and look at all the opportunities. Choose opportunities or commissions that you have an interest in or in areas in which you are most involved. Choose areas that you want to know more about or that you personally have something to contribute.

Other opportunities for you to become involved include attending state,

regional, and national conferences. Consider presenting a topic that you have expertise in or that you feel is a good practice at one of these conferences. You may be shy and think that you cannot get up in front of your peers and present. Do not let that stop you!! There has never been any NACADA function where any speaker was booed or that tomatoes were thrown at the speaker. Why not consider a roundtable so that you present a topic and others join in and add to your topic?

Public speaking is not the only way to become involved. At any conference, there are always ways that you can get involved from stuffing packets to introducing a speaker; giving out evaluations; assisting with registration; hospitality, and the list goes on and on. Maybe you are not ready for NACADA on the large scale and just want to help with a commission. Why don't you try getting in touch with the chair for the conference or the commission chair and ask what you can do to help. This is a great way to meet new people and to get involved at the same time.

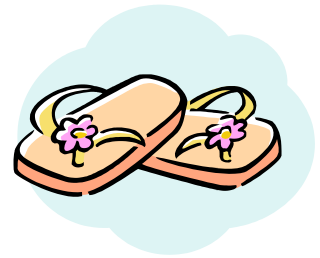
The Two-Year Colleges Commission needs you and wants you to be involved. The Commission needs more people to join the Commission and to be more involved in NACADA to assure that our unique needs are represented and addressed. As Two-Year Colleges Commission Chair, I would like to see our commission have the largest number of participants and the most active commission in NACADA. Every person is important and has something to offer to our commission, so please get involved.

Dianne Castor

Two-Year Colleges Commission Chair

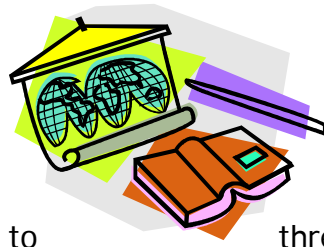
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*"Getting involved is a great way to meet new people"*

## The College Experience Course



Many schools offer their students some type of one to three credit College Experience/Freshman Seminar course. Have you ever noticed that textbooks written for these types of courses are mainly targeted to four year schools? Maybe it's because they cover topics like residence life, living away from home and how to manage your social/dating life on your own. Or, throughout the textbook, you'll find case studies related to Greek life or living with roommates in a dorm. I'm not saying that some of our students in community colleges don't face similar issues or couldn't benefit from discussions like these if planning to transfer. All of us would agree, however, our students are a different breed with different needs.

This Spring, we put together a small committee to revise our College Experience course. All first-time full-time students are required to take it and LCCC pays for the one credit tuition. Traditionally, textbooks for these courses are expensive. Rather than ask our students to purchase a \$50 textbook related to campus life at a four-year school, we decided to create something that was special to our needs at Lehigh Carbon Community College.

We began with a look at our course objectives, which we pared down to eight from ten. We focused them on essential "need to know's" as a college freshman with plans to either transfer or complete a career goal. Our topics cover things like stress and time management, learning styles, campus resources, student life, and diversity.

We decided that instead of using a textbook, we would create an Instructor Guide for the course. To attract more teaching faculty to teach the course, we knew we had to provide flexibility so each class could be tailored to the teaching style of that instructor. Because the course has ten meeting times and eight topics, the instructor can also add in two topics he/she feels necessary, or expand on one where the class is engaged in discussion.

Our guide has ten sections—an introduction and course overview, one section for each topic, and a course wrap up section. Within each topic section, there are five to twelve possible activities that instructors can pick and choose from and tailor to their individual class needs. The activities were submitted from faculty who previously taught the course or developed for the purpose of this guide. Activities are experiential in nature and build on each other from topic to topic. For example, after covering learning styles, you can then use that information to form student groups on other topics in later chapters. For Summer Session II, we are piloting the instructor guide with three courses. For

the fall, we have 52 sections scheduled and will do a full orientation for faculty introducing them to the new guide, course procedures and course activities.

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## Probation Students

Recently we decided to revise our workshop for students on probation (approximately 350 students at the end of the spring semester). When students reach this pivotal point, we believe it is beneficial to intervene and help them identify what's needed to achieve academic success.

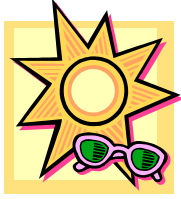
Previously we used the LASSI (Learning and Study Skills Inventory) with our probation students to help them pinpoint where they needed help with learning and study strategies. We also encouraged students to use the learning modules as a follow-up to the workshop, but found there was very low utilization. The instrument was effective, yet costly in a time of budget-crunch. To save money, we decided to write our own assessment to have students identify one or two areas of concern and consider factors broader than study skills. We found that a significant number of our students were facing personal issues—an unexpected medical condition or pregnancy, added work hours, death of a friend or family member or just lack of motivation. The LASSI is not designed to address personal situations and we found that our students needed something beyond help with their study skills.

The workshop is run by an advisor or counselor and begins with discussion on why it is important for the student to stop and reflect at this point in their academic career. We review academic standing, how to calculate a GPA, what to do to get out of "trouble", and then students take our assessment. The self-scoring assessment has eight categories with eight questions in each. Based on their results, we ask students to identify one area of concern and provide them with a list of resources to address that concern. We also give students a homework assignment that they must complete before they are able to register for the upcoming semester.

The homework assignment might be something like... "go to the Educational Support Center and watch a video on motivation; write a paragraph about what you learned and what you will do differently next semester." When the student returns to the Advisement Center, he/she must bring a signed card stating the homework assignment. The advisor will discuss the assignment and then register the student. Without attending the workshop or completing the homework assignment, students have a hold on their record and cannot register for the next semester.



## Probation Students (cont)



Linking advising efforts  
to retention!

### Two-Year Colleges Commission

Share your ideas and  
programs with your  
colleagues—submit an  
article to The Two  
Year College  
Newsletter. We want  
to hear from you!  
[pjordan@okccc.edu](mailto:pjordan@okccc.edu)



Our ultimate goal is to measure how our students progress in upcoming semesters, linking our efforts to our overall retention strategy at LCCC.

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### Knowing One's A.Q. Is Vital

Do you know that you have an A.Q. as well as an I.Q.? You have heard a great deal about I.Q. (Intelligence Quotient). Your I.Q. is supposed to indicate how smart you are. The point to be made is that A.Q. (Affective Quotient) is just as important as the I.Q.

As human beings we function out of at least two domains, rather than one domain as implied by Western culture. More specifically there is the Cognitive Domain and the Affective Domain. We are usually informed about the Cognitive Domain, which focuses on intelligence. Verbal/Linguistic and Logical/Mathematical form the basis for all current intelligence tests, standardized achievement tests, and college entrance tests such as SAT and ACT.

This is significant because it illustrates that the Western System has eliminated other forms of intelligence as well as the Affective Domain. Consequently, thousands of individuals may be left out of the education system. Moreover, this position suggests that we are one-dimensional beings rather

than multi-dimensional beings. The fact that a significant number of educators hold the view of being one-dimensional and that dimension is the Cognitive is very troublesome. The real fact is we are both Cognitive and Affective beings. We are multi-dimensional beings rather than one-dimensional beings.

Dr. Murphy, in his workshop and seminars, discusses the relationship between the Cognitive Domain and the Affective Domain. Participants learn about the power of the Affective Domain and they see that the Affective Domain is just as important as the Cognitive Domain.

The utilization of Affective constructs in the assessment of staff and students is presented. Affective constructs of Self-Concept/Self-Esteem (how you feel about yourself); Locus of Control (if you are internal vs. external); Need Achievement (what you expect and value); Stimulation-Seeking (what your interest or curiosity level may be); Attitude (whether you are positive or negative) is reviewed. The aforementioned constructs make up the MURPHY INVENTORY, which assesses your affect. The results determine your A.Q. We must approach the assessment of individuals holistically. To do so, we must consider both the Cognitive Domain and the Affective Domain. We must know both their I.Q. and A.Q.

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**See you in Cincinnati!**