



Tucson, Arizona
October 2001

REVITALIZING STUDENT DEVELOPMENT

Summary Report of the
Third Annual Conference
of the National Council on
Student Development

Edited by Ted James & Evelyn Clements



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Acknowledgments

The National Council on Student Development (NCSd) is pleased to record the stellar success of its 2001 national conference. Despite being held during a period of national anxiety, 149 delegates journeyed to Tucson, Arizona, to participate in this annual gathering of student development professionals. Feedback from participants revealed that the conference once again achieved its goal of showcasing and celebrating innovation in the field of student development.

The success of the conference is a tribute to the efforts of many individuals and organizations that NCSd wishes to thank heartily.

NCSd extends much gratitude to Robert Jensen, Thomas Flynn, Robert Keys and Arnette Ward—the presidential panelists who addressed the opening plenary—as well as Bill Flynn, Don Hunt, Michael Summers, and Evelyn Clements, the keynote speakers who concluded the conference. In addition, NCSd thanks each of the individuals and groups who made their presentations in the workshops at the conference and competed for the Shared Journey Award.

We acknowledge the important contribution of Pima Community College, our host institution. This included many days of preparation and long hours of service on-site devoted by Jim Johnson, local conference coordinator, Eleanor Brown, public relations coordinator, and many other volunteers among college personnel at Pima. We appreciate all your help and hospitality.

Special thanks go to our corporate sponsors who supplied much needed conference materials and resources. These sponsors included: DLR Group, Gateway, Noel-Levitz, Central Telecom, Inc., League for Innovation in the Community College, Maricopa Community Colleges, and the Arizona Association of Student Personnel Administrators.

The Board of Directors of NCSd wishes to express again its heartfelt gratitude to John Roth, Ken Kekke, and everyone else at ACT who assisted with the production and publication of this monograph. Without the assistance and sponsorship of ACT, this record of the conference proceedings would not exist.

Much appreciation also goes to each of the authors who contributed the material for this monograph. By following a standard format, we hope that the salient details of their presentations are easily accessible to readers. We thank the authors for taking the extra time and energy to communicate the content of their presentations in this written form.

Last, but perhaps most important, we thank all of the other conference participants for attending the conference, providing vigorous conversations, and raising thought-provoking issues for our profession to consider. Such enthusiastic participation makes a conference thrive. We look forward to seeing you again next year in Myrtle Beach, South Carolina.

Current members of NCSD receive copies of this publication free of charge. Others may purchase additional copies from:

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Introduction

TED JAMES

Douglas College (BC)

EVELYN CLEMENTS

Middlesex Community College (MA)

The third annual conference of the National Council on Student Development (NCSA) was held at Loews Ventura Canyon Resort in Tucson, Arizona, from October 7-9, 2002. The beautiful surroundings of this desert location provided an oasis of calm in which participants could be inspired by the variety of exemplary practices and innovative ideas showcased throughout the conference.

With the conference coming so soon after the calamitous events of September 11, the organizers were grateful that attendance and spirits were high, despite lingering fears of an uncertain future at that time. Although the first military action in Afghanistan actually began during the conference, organizers appreciated the way in which participants stuck with the program despite obvious distractions and contributed to another highly successful NCSA conference.

Perhaps the soulful and evocative singing of “America the Beautiful” by Arnette Ward, President of Chandler Gilbert Community College, which began the opening plenary session, helped participants assuage their distress at least for the duration of the conference. Her rendition was certainly memorable and helped launch the central theme of the conference: *Revitalizing Student Development*.

During the initial session, conference delegates were stimulated by the various different perspectives on issues facing student development offered via a panel of nationally recognized community college leaders. Joining Arnette Ward on the podium were Thomas Flynn, President of Monroe Community College, and Robert Keys, President of Rockingham Community College. The moderator role was amiably and ably performed by Robert Jensen, Chancellor of Pima County Community College District. Panelists responded to various questions examining leadership and the role of student development professionals as catalysts for change in community colleges today. Afterwards, panelists led separate roundtable discussions, with each focusing on one of the main themes presented in the plenary: vision, advocacy, organization, and future.

The remainder of the conference included a series of concurrent presentations that competed for the Third Annual Shared Journey Award, in honor of Terry O'Banion, past president of the League for Innovation and an ardent supporter of NCSA and its mission. The presenters are selected from among sessions previously given at recent meetings of the League, NASPA, AACCC, and ACPA among others, including NCSA regional conferences and the NCSA Exemplary Practice Awards. From these finalists, three winners are chosen by a panel of judges drawn from the NCSA Board of Directors, who attend each session and rate its merit. Competition among finalists was strong with results again this year being close.

The 2001 Shared Journey Award was won by Maricopa Community College District (AZ). Presenters Mary Frederick, Michael Springer, and Bil Morrill described the *Maricopa Recruiter*, an online job board produced via a collaborative effort of ten community colleges. A single system was created for working with employers and student applicants across the metro Phoenix area. This skills-based system matches employers and students according to the job skills identified.

Second place was awarded to Lesley Frederick, Cindy Alfano, and Mary Craft of Sauk Valley Community College (IL) for their project called *Student Leadership and Community Outreach—A New Recipe for Success*, an innovative and highly successful student leadership program. Their session covered achievements, future directions, and suggestions for implementing a similar program. Current Student Ambassadors from the program provided a student perspective.

The Third Place award went to St. Louis Community College at Forest Park (MO) for its program that addresses drug and alcohol abuse by students. Kathleen Swyers and Charles Koehler explained how they designed and implemented a social norms marketing campaign as a health promotion strategy that disseminates positive, accurate data to dispel stereotypes.

Presentations from finalists in the competition were made by 41 presenters, representing 19 different institutions from 11 states throughout the United States. Topics included a wide range of projects and initiatives, revealing both the depth of creativity and the breadth of innovation that exists in the field of student development in community colleges today. These topics included freshman orientation, student retention, articulation, financial aid, employment placement, online assistance, intercollege collaboration, campus kiosks, and community outreach.

The conference ended with a plenary session that looked forward to the future and embraced the challenge of implementing within student development the new paradigm of the Learning College. Bill Flynn, who recently retired from Palomar College in California, introduced the concept of the Learning College and placed it within the context of other changes sweeping higher education. Evelyn Clements, Vice President of Student Development at Middlesex Community College in Massachusetts, emphasized how student development needs to move more towards a learner-centered model where value-added outcomes for learners are provided and measured. Don Hunt, Vice President for Student Affairs at Central Florida, described how his college has pursued several initiatives, including a change in approach where every individual is now seen as a learning facilitator. Finally, Michael Summers, Vice President for Education at Greenville Technical College in South Carolina, summarized his dissertation research on enrollment and registration behaviors as predictors of academic outcomes. This study won NCSD's Dissertation of the Year Award for 2001.

Opening Plenary: Revitalizing Student Development or a Crisis in Leadership?

ROBERT JENSEN

Pima County Community College District (AZ)

THOMAS FLYNN

Monroe Community College (NY)

ROBERT KEYS

Rockingham Community College (NC)

ARNETTE WARD

Chandler Gilbert Community College (AZ)

Student development professionals face a variety of issues as they seek to respond to changing times and changing students. This session provided a forum to hear four nationally recognized community college leaders respond to these issues from their perspective and to offer advice to delegates on how they could rise to meet the challenges on their campuses.

Panelists were Thomas Flynn, President of Monroe Community College in New York State; Robert Keys, President of Rockingham Community College in North Carolina; and Arnette Ward, President of Chandler Gilbert Community College in Arizona. Moderator for the session was Robert Jensen, Chancellor of Pima County Community College District in Arizona. The questions were organized under four themes: vision and purpose, organizational structure, advocacy for learners, and future directions.

Vision and Purpose

When asked what role student development should play in the community college today, panelists looked both to the past and the future, sometimes with contrary views. Bob Jensen felt the chief role of a student development professional is to be the chief advocate for students and student learning on campus. “I think that is as true today as it was ten years ago, as it has always been. We need to keep in mind that our profession did not emerge because we wanted it to; it emerged because there was a crying need for someone to handle all the administrative and supporting tasks that faculty did not want to deal with.... I think student development professionals have to be the premier visionaries on campus, to be able to look at the demographic data and the environmental forecasting—then anticipate student needs and meet them.”

Tom Flynn agreed but believed new responsibilities were also emerging: “As our institutions become more of the economic engines in our community ... I think colleges more and more are using the chief student affairs officers in the outreach efforts into the community.... I really believe that the student development officer will be moving away from being seen just as a student advocate.”

Emphasizing how current developments in technology, student diversity, and learning options are widening the scope of responsibility for services to students, Arnette Ward suggested: "...now that everybody has access to technology ... from ATM machines to acquiring airline tickets online ... it's become a common expectation that we provide that kind of access to our services."

But Robert Keys reminded us that student development professionals have always been known as the strongest advocates for interpersonal relations.

"I think we need to remember that technology and its varied uses are still the *tools*—the means to ends, not the ends themselves. I think it is very important that we keep that in perspective and use technology as a tool to assist us in accomplishing our institutional missions rather than letting it drive our institutions."

Organizational Structure

Will current changes in community colleges lead to different ways of organizing student development? To this Bob Jensen responded: "Without a doubt, technology has impacted everything we do. Just in five years we have seen a shift at Pima from 80 percent of students registering in the traditional way, and only 10 or 20 percent online, to about 70 to 85 percent of our students interacting with us electronically. You must be able to understand and leverage the capability of technology as a tool to augment your functions and activities. If you aren't on top of that, if you're in my generation and think you can get across the finish line before you have to learn it, you're going to be in trouble. But you also have to add value, by being high-touch. Don't put your phone on electronic answering service because anyone can do that. Having a warm body or voice can add real value compared to the electronic Rolodex."

Arnette Ward remarked on the chief student officer being well connected and visible. "I can't see that person staying on campus and in the office and just dealing with a small circle of students. They have to be where the action is, where they are discussing student issues. You have to go to board meetings when you're not asked. You need to look at the agenda to see if they are specifically talking about student issues or just go to the board meetings to see how everything else impacts the students. You need to make positive connections to your deans of instruction. You need to know what is happening with the students on campus. It cannot be done in a vacuum anymore."

Tom Flynn applauded NCSd for initiating training for leaders in student development. He added: "There is a lot attention on replacing people like myself. If you don't have a pool to draw from, you're never going to be able to. We need to spend more time developing outstanding student development folks, whether they are directors, associate deans, or deans/vice presidents. If they do their job well, they will be more competitive when the opportunity comes. We need to create sabbaticals, flex work schedules, and motivate people in the student development family that have high potential so we can develop career ladders."

Robert Keys was asked about the need for student development professionals to seek out presidential candidates who support student development. He replied he would ask candidates: "... what their views are and what their experiences are working with students. I'd take a look at their resumes and see what has been their community activity. When they do their sales pitch of significant things they have done in their career, I'd ask if they've done anything in community outreach."

Tom Flynn added: "If you are really concerned about getting somebody who is student-focused as president of your college or campus, you really have to go beyond that. I think that there are a lot presidential candidates who give lip service to student involvement. I would find out how much that person has been involved on campus with students, what kind of contact has that person had with students on campus. There are many presidents out there who are more than willing to pose with a group of students in a photograph for a Web page or on a catalog, but that is the only time they have contact with students."

How can we be accountable in student development? What measures can we use? What evidence do we need to demonstrate student development outcomes? To these questions, Bob Jensen replied: "It has been an age-old struggle to do outcome-based research on student development.... I think you have to be very clear about the role of student development and that you are showing enrollment increases.... So you need to look at things that impact it. It's a very difficult situation where someone is in a crisis and comes in to get counseling or referral. It is difficult to assess and report the impact you have on that person. But you can certainly assess retention and we have a role in retention.... So I think we've got to look to institutional research—look at criteria that we think are part of our vision and part of our responsibility and then quantify them.... The fact that you are taking those steps—whether or not someone agrees with it—shows that you are making a difference as opposed to doing nothing."

Advocacy for Learners

The first question given to the panel was: "If instruction is combined with student development, how do you communicate students' needs through this structure to the members of our governing boards?" In reply, Bob Jensen urged that a combined chief student affairs officer and academic officer is "... the worst idea I've ever heard: it's cheating your students, it's cheating your faculty, it's cheating your community, and it's cheating your governing board. The two areas themselves are so complex by themselves."

Tom Flynn pointed out how lack of direct access by student development to the board of trustees is one of the real weaknesses of the combined model. A couple of colleges, he suggested, had partly solved the problem by having an associate vice president of instruction and an associate vice president of student development.

Arnette Ward indicated, however, that communicating with the board about student needs depends on the focus of the board. "There are many institutions in which the governing board does not want to know about the students. They would just as soon

leave that up to the president and administration. There are other governing boards that feel very strongly that they would like to know what's happening on campus and attend a lot of student events and so forth.... However, there are times when the board should be made aware of events that are taking place on campus and various types of problems the institution may be having in meeting certain student needs ... for example, in our institution we are building resident halls. That was a case where we had to make sure our board understood why we needed resident halls.”

Robert Keys said: “If you are fortunate enough to have a student trustee, and we are, this position is one of the greatest opportunities you have both as a president and as a chief student affairs officer to have a dual approach working with the board of trustees. Our student trustees have been so great in helping our board members understand the student needs.”

Bob Jensen added, “Boards, like presidents, are frequently interested in the bottom line results and outcomes, and I think that if student development professionals could show how many additional students are being assisted into college by financial aid, how many students are brought to your campus as a result of your athletic programs. and on and on—that gets the president’s attention. So you need to be able to substantiate and document how your efforts in student development are helping the college overall.”

Future Directions

When asked how student development professionals can become catalysts for change, Bob Jensen emphasized, “I would hope that they are *already* catalysts for change, but I would like to think that we would want to improve on that as much as possible. I suggest we each become experts in the areas that we are working in.... We act like second-class citizens on some of our campuses and we need to find that energy we first had when we started as student development experts and use that kind of spirit to be where we are supposed to be.... I think we should all feel the need to contribute to change and I’m talking about being catalysts in changing lives. Not just changing policies and procedures, but changing the lives of our students.”

Arnette Ward agreed that sometimes those in student development are their own worst enemies. “I think frequently people on our campuses and in our communities perceive us the way we perceive ourselves. And sometimes we perceive ourselves as different from, rather than the same as, faculty and the rest of the educational community. You should think of yourself first as educators and then as dealing with a particular segment of student development and not present yourselves as adversaries to the academic process.”

Robert Keys concurred. “I seriously think that one of our challenges will be to eliminate the labels that our colleagues have placed on us. I think it stands in the way of many things. We don’t get invited to some meetings, and if we actually go, we are looked on as foreigners. So changing that image is very important. You need to connect with the instructional unit, help them take care of the problems in the classroom and help them to help students get through the academics in the classroom without problems. Make yourselves available to all segments of the college.”

For Tom Flynn, the role of the chief student affairs officer needs to be seen to extend well beyond simply student development. “You’re a college officer first. Student development people have a skill set that makes them very valuable in the emerging role of community colleges in our community.... I think that when faculty begin to see you that way, others will see you that way as well.”

Finally, Bob Jensen commented on the tightening of resources in the public sector in the future and how student development should respond: “Like the health profession, we need to think about how we structure staff. We need to cross-train our people. We need to be able to delegate different activities at the appropriate place.... We talk a lot about it but we don’t do it.... We’ve got to look at how we structure student development. It hasn’t changed that much across our campuses in the last 10 or 15 years.”

Closing Plenary: Vital Signs—The Learning College and Student Development: A New Paradigm for a New Century

EVELYN CLEMENTS

Middlesex Community College (MA)

BILL FLYNN

National Council for Continuing Education and Training

DON HUNT

Central Florida Community College (FL)

MICHAEL SUMMERS

NCS D Dissertation of the Year Award Winner

Greenville Technical College (SC)

The Learning College concept is a revolutionary approach toward student learning, and Student Development can and should be a major player as this new model takes shape. This was the topic of discussion by panel members during a featured presentation at the NCS D conference in Tucson.

The Learning College model—described in Terry O’Banion’s book *A Learning College for the 21st Century* (1997, Oryx Press)—has become one of the major initiatives of the League for Innovation. In essence, the Learning College concept defines student learning in a different way. For many years, higher education has followed a standard approach, based on Carnegie units for defining student learning, an approach that is very much time-bound and place-bound. Students attend classes in a set location for a set number of hours, meet the class requirements, and accumulate credits toward a degree. We all know, however, that sitting in a class for a specified number of hours does not guarantee that substantive learning has occurred. We also know that our students are changing and that they are demanding greater flexibility in learning options. Those of us in higher education, and especially those of us at community colleges where learners are seeking greater flexibility, need to move beyond the Carnegie unit approach and look at learning in a new way. The Learning College model does just that.

In the Learning College model, students work with “learning facilitators” to design and participate in learning activities that result in specific learning goals and competencies. These activities can vary greatly and may include learning experiences using videotapes, distance education, small tutorials, or classroom instruction, to name but a few. The student uses various methods to accomplish learning goals and is freed from the restrictions of time and place that a traditional classroom approach would require. This flexible new approach allows the learner to set goals and design methods to accomplish those goals using a number of choices that suit his or her learning needs, and the traditional classroom teaching approach becomes just one choice in a variety of learning options. For community college students who have

time pressures and are looking for flexibility, the Learning College model is the perfect approach.

Members of the panel described the concept of the Learning College and discussed implications for Student Development. Bill Flynn, Managing Director for the National Council for Continuing Education and Training and former Dean for Community Learning Resources at Palomar College, emphasized that those of us in community colleges must move to a learning model that reaches beyond the restrictions of the classroom because the majority of our students are not traditional, young high school graduates. Instead, our primary population consists of older students who are seeking short-term training and career advancement. Time and flexibility are critical factors for this group of learners.

Evelyn Clements, Vice President for Student Development at Middlesex Community College in Massachusetts, spoke about the role of Student Development in the Learning College model. She noted that Student Development must move to a learner-centered model as well, where services are offered in a variety of options that reach beyond the time and place-bound restrictions that our traditional office services usually provide. We need to look at Web-based services, and we need to develop service outcomes and competencies, using the same approach that academic affairs is developing under the Learning College model.

Some of these initiatives are already under way at community colleges such as Central Florida Community College. Don Hunt, Vice President for Student Affairs at Central Florida, described a variety of initiatives that Central Florida is implementing, including a change in their mission statement and a change in approach where every individual is now seen as a learning facilitator. Students have become the primary focus in every initiative the college undertakes, and measuring results is a part of the culture of the institution.

Finally, Michael Summers, Vice President for Education at Greenville Technical College in South Carolina and NCSD 2001 Dissertation of the Year Award Winner, gave a summary of his dissertation research on enrollment and registration behaviors as predictors of academic outcomes. His study confirmed that a combination of four enrollment and registration behaviors (when a student initially enrolled, number of course drops, number of course adds, and when changes were made to the schedule) could predict more than one-third of the variation in fall semester GPA for the sample of students investigated. Since outcomes measurement is an important factor in the Learning College, Dr. Summers' research served as one example of a measurement of student registration behavior as a predictor of performance.

Shared Journey First Place Award

Maricopa Recruiter: Online Job Board

Maricopa Community College District (AZ)

MARY FREDERICK

Chandler-Gilbert Community College

MICHAEL SPRINGER

Scottsdale Community College

BIL MORRILL

Glendale Community College

Purpose

The Maricopa Recruiter is an online job board for student and community members located in the metropolitan Phoenix area. It is a cooperative effort among the ten community colleges and a skill center within the Maricopa Community College District.

The purpose of the online job board is to eliminate redundancy in employer postings with a system that could match openings and applicants based on skills needed rather than school attending.

Need

Our Maricopa community (9,226 square miles) has a population of over 3.07 million people and is expected to grow at twice the national average for several decades. With a current labor force of 1.57 million, there are lots of opportunities for employment and growth.

Our old method of working with employers to post positions was labor intensive, accessible only during office hours, and took several days to match a student with an employer's opening. In addition, an employer had to contact each college individually to notify the career center of an opening. As the dot matrix printers began to break down and the Internet began to mature, an online job board was needed.

The need for an accessible, affordable, collaborative, online job board system to meet the needs of student, employer, and community became apparent.

Organization

The Maricopa Recruiter—www.maricopa.edu/recruiter—solved our accessibility challenges by being available twenty-four hours a day, every day, from campus or remote locations. An employer could post a position and applicants view it within 24 hours or even sooner. The system is provided at no cost to the employer or the student/community member.

The system is a skills-based system that matches the skills needed for the job with applicants possessing those skills. An employer may review rank-ordered candidates based on their skill level. Active job seekers receive e-mails from the system when a job is posted that matches their skill set. The site is billed as: "The system where the job finds you!" Applicants may also search for positions based on skills (key word), occupation, location, or salary requirements.

An employer posts the job only once (rather than at each college), and the posting is available for viewing by any applicant regardless of the school they are attending. Only students who meet the eligibility requirements may view campus-specific work-study positions.

Career center directors can produce reports related to the job postings, including the skills in highest demand. These reports serve as a feedback loop to the teachers in the classroom making curriculum decisions.

Impact on Learners

The Maricopa Recruiter Website has been running for two years. As of September 2001, the number of applicants (student and community members) totaled 15,974; the number of employers totaled 5,785. A total of 10,146 jobs had been posted on the system. The average low salary was \$24,155, while the average high salary was \$36,198. This system will grow as our community continues to grow.

Advice to Others

Working collaboratively within the different colleges strengthened our image within the business community. It allowed us to afford a system that would have been prohibitive if purchased individually. It enhanced our relationships within the career services directors council. Think of other colleges as part of your community, not your competition.

Contact for More Information

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Student Leadership and Community Outreach: A New Recipe for Success

Sauk Valley Community College (IL)

LESLEY FREDERICK
CINDY ALFANO
MARY CRAFT

Purpose

The Student Ambassador Program at Sauk Valley Community College (SVCC) was created for three reasons:

- To offer an intensive student leadership opportunity for SVCC students.
- To assist with college relations and outreach efforts within the college district.
- To enhance the overall college recruitment program.

The Student Ambassador Program provides students with the opportunity to develop leadership skills such as effective citizenship, organizational skills, communication/presentation skills, and decision-making skills. The Student Ambassadors are also expected to conceptualize outreach projects and follow them through to completion, which includes planning, organization, implementation, and marketing.

Need

The program was designed to meet several identified needs of the college. The district in which the college resides is rural, and most of the students who attend the college are first-generation college students. We recognized that the sooner that we could “implant the seed of college” within our district school children, the more likely they would be to strive for a higher education degree.

Also, the college recognized that more efforts were needed to promote leadership and citizenship within our own student body. There were many fragments of programs that modeled leadership, but there was no single program with that goal in mind.

And finally, we believed that our own students were the best possible recruiters to the college with their peers. On occasion, students would assist with high school recruitment programs, but we had no formal program that allowed them to assist in these efforts on a regular basis.

Organization

The Student Ambassador Program consists of four students selected through a formal application process. Each Ambassador receives a six-credit tuition waiver provided by the college. The Ambassadors are contracted for a one-year term with a performance review at the end of each semester.

The Student Ambassadors meet at least every other week to plan and organize scheduled events and activities. Often times, the Ambassadors are broken into pairs

to work on projects and must then meet on a more frequent basis, sometimes several times throughout a week depending on the project.

Impact on Learners

The overall goal of the Student Ambassador Program is to enhance the image of the college by providing quality services to the community while personally and professionally enriching the lives of the Student Ambassadors.

The following illustrates how the objectives have been achieved:

1. Objective: Developing Student Ambassadors into informed and responsible citizens by providing them opportunities to develop leadership skills:
 - Presentations conducted at local, state and regional conferences.
 - Attendance at local, state and regional conferences.
 - Participation in community service activities.
2. Objective: Increasing awareness of the college within the community:
 - Conducted informational sessions about the college within the community.
 - Designed outreach programs that addressed community needs such as:
 - Provided an opportunity for middle school students to visit the campus through their involvement in the Quiz Bowl (120 students and their parents in attendance).
 - Conducted a game show with over 600 elementary school students.
3. Objective: Enhancing the overall college recruitment program utilizing our own students:
 - Participation in the on-campus senior high school student visitation program.
 - Sponsorship of the annual High School Student Leadership Conference.
 - Accompanied college staff in conducting high school visits.

Advice to Others

The program could be easily replicated at other colleges with consideration of two challenges:

- Adequate staff—The Ambassador Program is time- and labor-intensive for both students and program advisors.
- Adequate funding—The SVCC program provides half-time tuition waivers for the Ambassadors. The primary sources of funding for the program come from grant monies and the College Foundation rather than “hard money.”

Advice to those trying to replicate the program would be to ensure that program advisors are committed to the program philosophy; ensure that the student selection process is meticulous; secure “hard funding” for the program, and gain support and cooperation from college administration.

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Shared Journey Third Place Award

Marketing Healthy Choices

St. Louis Community College at Forest Park (MO)

KATHLEEN SWYERS

CHARLES KOEHLER

Purpose

Called “Safe, Sober and Selective,” the social norms marketing campaign of St. Louis Community College at Forest Park (SLCC-FP) was intended to highlight and promote moderate and protective (wellness) behaviors already practiced by *most* students in order to increase those behaviors in *all* students. The project focused specifically on HIV prevention and alcohol use.

Need

The St. Louis region has disproportionately high rates of sexually transmitted diseases (STDs). Students are at risk for STDs and HIV infection. In addition, the results of the ACHA Student Health Survey administered to SLCC-FP students in the spring of 2000 indicated that students overestimated the negative behavior of their peers.

Organization

Utilizing a grant from the American College Health Association (ACHA), the ACHA Student Health Survey was administered on campus to 824 students in the spring semester, 2000. This number represented a statistically significant sample for the campus. The following fall the Chairperson of the AIDS Task Force and Director of Student Health Services analyzed the data. Particular attention was paid, first, to what sources of health information students believe and, second, to which healthy behaviors students are practicing that involve making healthy choices to reduce HIV risk and alcohol use.

The social norms marketing campaign began with advertisements in the student newspaper in the fall semester. A committee that comprised a counselor, the Media Specialist/Chairperson of the AIDS Task Force, the Community Relations Director, the Manager of Student Life, and the Director of the Student Health Services wrote an institutional mini-grant to fully fund the social norms marketing campaign. In late fall, premiums were ordered, including key chains, bookmarks and pens. The Community Relations Director contributed to the project by arranging for the design of posters and bookmarks and by paying for their production. The Media Specialist designed brochures for the campaign.

Posters were displayed in every classroom and office in the college during winter break. A display case in the Student Center was dedicated to the social norms marketing campaign. During Welcome Week the Manager of Student Life made premiums available to students to spread the message. The materials were distributed to students at all subsequent Student Life events. Bookmarks were distributed to

students through the campus bookstore and library. Brochures were placed in new student orientation folders. Advertisements continued in the student newspaper during the spring semester. The goal was to saturate the campus with the “Safe, Sober and Selective” message of the campaign. A reception was held for faculty and staff with a presentation about the social norms marketing campaign. This event was designed to elicit support for, and build understanding of, the campaign so that faculty and staff could take advantage of “teachable moments” that occur with students and to build a supportive environment for the social norms message. Facts about the ACHA survey results were shared, and many people were surprised by the positive results. This response underlined the fact that often “false norms” are held about groups, when in reality behavior and choices are more positive.

Impact on Learners

A student survey was conducted at the end of the spring semester. Over two-thirds of the students surveyed had noticed the “Safe, Sober and Selective” message on campus. Of those students, more than 78 percent of the students had seen the posters. The other methods of spreading the message appeared to be less effective. Over half the students surveyed were surprised by the statistics on the “Safe, Sober and Selective” materials. The students surveyed agreed that the information was useful and that the information changed their view of Forest Park students. Survey results regarding behavior change were more neutral.

Advice to Others

Conducting a successful social norms marketing campaign requires the support of faculty, staff, and administrators. Support is needed to administer the survey, and plans need to provide for media saturation of the chosen message on campus. False norms need to be corrected when they are heard, and positive norms need to be reinforced.

Use multiple sources of funding, if available. SLCC-FP started with grant funds from ACHA in collaboration with the Center for Disease Control (CDC) and then used institutional mini-grant funds and a portion of the community relations budget. The college finally obtained a Bridges to Healthy Communities grant through AACC in collaboration with CDC. These funds are being used to expand the project to other campuses within our district.

When conducting a social norms poster campaign, it is important to choose a main theme and decide on two to four simple, positive targeted messages using percentages or fractions. Use pictures with recognizable campus buildings and/or students appropriate for the campus culture. Refer to a credible data source, using students on your campus, and to sponsors, such as Campus Health Services. Include your Website address.

An excellent Web source of information on social norms programs for campus use is www.socialnorms.campushealth.net.

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Student Leadership Development Program: Collaboration and a Focus on Careers

Northern Essex Community College (MA)

NITA LAMBORGHINI

ROSE DITTMER

DINA L. BROWN

Purpose

The Student Leadership Development Program began in the spring of 1998 with the purpose of helping students develop leadership skills that are “transferable” to the classroom, the workplace, and the community. Our students, like most, are very interested in developing “tools” for success—skills that will help them succeed in the classroom, make them more marketable in the workplace, and increase their chances of transferring to a four-year college.

Need

Prior to 1998 there was very little happening in the way of cocurricular programming for students at Northern Essex Community College. This program was needed to enhance and expand student life on campus. It has injected new life into nonacademic programming and helped to create new excitement about educational opportunities outside the classroom.

Organization

The program began with collaboration among the College Life and Healthy Living Office, the Career Development Center, and the Student Activities Department—all part of the Division of Enrollment Management and Student Services. In the first year of operation, the program consisted of workshops and a community service experience. In the second year, the Presidential Student Ambassador phase was added and the Leadership Program became a two-tiered leadership experience. Students enter the program as Emerging Leaders (Phase I); upon completion of the first phase, they are eligible to become Presidential Student Ambassadors (Phase II).

In the Emerging Leaders phase, the focus is on helping students develop basic leadership skills and self-confidence in leadership roles through leadership development workshops and community service learning. Students are required to attend the workshop “Developing a Personal Leadership Philosophy,” and can choose from a variety of additional workshops on cultural diversity, team building, managing conflict, public speaking, goal setting, time management, stress management, positive communication, and portfolio development.

Impact on Learners

The program has had a tremendous impact on student life on campus, and many of the goals and objectives for the program have been achieved. In addition to tracking

involvement, feedback about the Student Leadership Development Program is gathered through workshop evaluations, year-end program evaluations and focus groups. A total of 256 students have participated in 47 workshops in the first three years of operation, and 72 students have completed 1,080 hours of community service—to cite just two important outcomes.

Advice to Others

This program can be replicated easily by other colleges. It requires little funding; however, it does require an extensive amount of collaboration and the willingness of departments to share resources. Moreover, it requires a group of individuals who are willing to work as a team.

Student affairs personnel interested in starting a similar program should look first for support from the highest level of the student affairs division, and then work to bring together leadership from departments such as Career Development, Student Activities, Orientation, and other pertinent areas.

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The JOBS Project

John Wood Community College (IL)

SUSAN A. DEEGE

Purpose

The purpose of John Wood Community College's JOBS Project is to link job seekers who have employment barriers with meaningful short-term training opportunities. The JOBS Project curriculum and advising leads not only to employment but to longer-term career and personal development. A developmental advising philosophy, typically offered only to the more traditional community college population, is the backbone of the program.

Need

In the fall of 1998, industry-specific training modules were developed in partnership with employers after a mismatch had become apparent. Although employers were seeking workers, they were unwilling to take a risk on those many job seekers with employment barriers. Barriers include lack of skills, inconsistent work history, welfare dependency, or criminal background. Through the project, the college has funded just-in-time training, and employers now view the college as a solid training partner.

Organization

Employer surveys identify the occupational areas with available jobs. Under the direction of the Student Services Vice President, the Director of Workforce Programs coordinates the program, working closely with HR directors and first-line supervisors.

Initial funding came from Welfare to Work and Advancing Opportunities (TANF) grant funds. Although TANF-targeted funding has been reduced, the program has continued to flourish, due in part to the in-kind contributions on the part of employers and the program's WIA eligibility.

The training, offered in several areas, ranges from four weeks to three months. Classes are held at the employment site as often as possible, particularly when equipment, such as welders, is required. Not all training has been on-site, but all participants have meaningful contact with representatives through classroom or field trip experiences.

A unique feature of the curriculum is the concurrent delivery of soft skills training, which emphasizes employability skills such as teamwork and managing conflict.

Clear expectations on the part of employers and the college are established through frequent meetings. Ongoing open communication and a willingness to cooperate for the benefit of the students occur throughout every stage of a training class.

Impact on Learners

Approximately 118 completers have participated in the JOBS Project and obtained employment. All have experienced on-the-job success and retention, and many are advancing in terms of compensation or promotions.

Completers are also returning to college (e.g., housekeepers enrolled in nursing and welders in associate degree programs). Participants often describe the program as life-changing and have provided a substantial number of referrals. Most rewarding have been the welfare-to-work success stories, with proud completers now acting as recruiters.

Advice to Others

College personnel interested in successful short-term training for special populations must accept the fact that such a program and its participants are very high maintenance. Also imperative is the willingness to work with employers, often on their terms, with the understanding that they alone hold the prize of available jobs. In the currently changing labor market, this fact will become even more apparent. Overall advice—*do it!* The JOBS Project has been life-altering for all involved.

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Orchard Radio

Washtenaw Community College (MI)

HEATHER BYRNE

Purpose

Orchard Radio is Washtenaw Community College's student Internet radio station. It exists to provide students with hands-on opportunity to gain real-world experience in broadcasting by shaping and hosting their own radio programs. Orchard Radio is a voluntary enrichment activity that exists outside of the classroom. The coordinator of the station coaches students to achieve excellent time management, adhere to FCC guidelines, and participate in one of six workgroups. Each of these elements increases a student's probability of success after leaving the college, because he/she has gained professional-level skills while increasing confidence and leadership abilities.

Need

Orchard Radio grew out of an expressed need from students, faculty, and staff. The radio is one of five areas in the Office of Student Development and Activities. Like its counterparts, it was needed to provide students an outlet beyond the normal classroom experience. The Internet radio station also addressed the growing need for students to participate directly with the advancement of technology. Furthermore, it allowed students to engage in an activity to which they actively contribute and help develop. The commitment to the station and the college equates to a student's commitment to his/her own education. In addition to gaining technical and life skills, students involved with the radio station will also increase their retention rates.

Organization

While forming Orchard Radio, we focused on establishing a learning community. This learning community has several components. First, every person who wants to become a program host must sign a contract that outlines responsibilities. For each "on air" hour, a student must dedicate one hour to doing research, working with one of the six work groups, or developing a program. The second component is that each host is responsible for the content of his/her program. The coordinator, other hosts, and listeners provide feedback to help the host develop the program. The final component of the learning community is that all hosts are encouraged to actively participate in developing the station through technology, promotion, programming, and development.

Impact on Learners

The unique programming and structure of Orchard Radio has led to numerous positive outcomes. Since the radio's inception, there has been a 90-percent retention rate in student program hosts. The accessibility of Orchard Radio has drawn numerous special needs students. Being on the radio establishes a sense of equality for

these students, who have also shown significant changes in some of their behaviors that signify higher self-esteem and confidence. They seem to take greater risks, thereby setting their goals higher and achieving more. Since the demand to be on the radio has been high, students work together and collaborate on ideas to develop shows with two or more hosts.

Advice to Others

An Internet radio station similar to Orchard Radio could easily be replicated at other colleges. Since the Internet is a global tool, it can be implemented anywhere. The basic equipment needed includes a computer, server, soundboard, CD player, tape player, and microphones. With the guidance of an administrator or faculty member, this program could be very popular at any community college willing to commit to the concept.

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Building Student Success into the Framework of a New Community College

Cascadia Community College (WA)

JACK BAUTSCH

MARIA GUEVARA-LEE

Purpose

In opening a new community college, we wanted to create seamless support for student success through active collaborative efforts between two organizational units: Student Learning and Student Success Services. In so doing, we wanted to maximize the talents, skills, and contributions of the professionals within each unit.

Need

Traditional “fragmented” and “role-bound” services (O’Banion, 1997) do not serve the student in a holistic way. As a result, student success is jeopardized, students “fall through the cracks” or feel they’re getting the “run-around” by being “bounced” from one office to another.

Organization

When designing our brand-new college, the board and president created a vision for a “learning college for the 21st century” (O’Banion, 1997) characterized by seamless services in support of student success. They hired a core staff—administrators and curriculum developers—who designed a learning model and curriculum, including organizational structures and processes to support the vision. We opened our doors in September 2000 and, after twelve months of operation, are simultaneously implementing the model and modifying it based on real-life experiences.

Impact on Learners

In our experiences to date, faculty and student success professionals have developed understanding, mutual respect, and support for each other’s contributions. As a result:

- New students know what to expect at Cascadia and understand our culture at the very outset of their experience.
- Students receive consistent messages on topics such as curriculum, academic progress, classroom behavior, and institutional values.
- Students are served holistically (for example, when in crisis or when needing accommodations or when experiencing academic difficulties).
- Schedules and processes are routinely built, modified, and enhanced to respond to student needs.
- We graduated our first 30 students in Spring 2001!

Advice to Others

- Creating perfect plans on paper is *very different* from implementing them with real people and institutions.
- Start small—find others who share your vision and build small collaborations wherever they are possible.
- Remember that “one size *does not* fit all,” that collaborations come in many different “shapes and sizes” depending on the issues being addressed and the partners involved.
- Document your success and share it within your campus and with colleagues from other colleges.
- Experiment—and do not be afraid to fail, rethink, and start again.
- Seek advice and support from colleagues from other colleges. Invite them to help design processes, and share experiences with one another so that all can benefit.
- Be patient and gentle with yourself and with others—change will not come all at once or overnight.
- Implementing innovation while also carrying on the business of the institution sometimes feels like two full-time jobs. It needs to be a labor of love or you can easily get discouraged and give up.

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The AOBA Experience: Apartment and Building Association Scholarship Program

Prince George's Community College (MD)

JANICE WATLEY

Purpose

Prince George's Community College and the Apartment and Building Association (AOBA) of Metropolitan Washington created a partnership to provide full-tuition scholarships. These scholarships cover the cost of attending the college for two years for students in Prince George's County who might not otherwise have the opportunity to obtain a college education.

The scholarship program is geared to average-ability students who are at risk but motivated to pursue their educational goals. The program emphasizes leadership and community service. It offers a range of support to the students, including academic monitoring, on and off campus mentoring, job shadowing, personal development, and service learning projects.

Need

The scholarship was initiated by David Hillman, CEO of The Southern Management Corporation, and Rich Sockol, President of Derick Associates, and then embraced by the AOBA members as a way to be proactively involved in the community they serve, by providing access to educational opportunities that would improve the quality of life and future for youth.

Prince George's Community College was identified as the partner institution because of its long history of innovative programs serving an ethnically diverse student body with a wide range of academic skill preparedness.

Organization

The ALANA Program—a retention and mentoring program that boasts 78-percent retention success of at-risk students—coordinates the unique components of the scholarship, including on and off campus mentoring, job shadowing, internships, and leadership development. The program also provides personal and academic counseling and cultural activities.

Impact on Learners

The AOBA scholarship program has maintained a 100-percent retention rate for the more than thirty students that have received the scholarship since 1996. Students have successfully persisted each semester for two years and maintained a 2.5 GPA or higher. Sixty-three percent have graduated and/or transferred to four-year schools. Thirty-three percent are presently enrolled at Prince George's Community College, and 13 percent are employed full-time in various industries. Students have been

granted employment opportunities within the apartment industry as part-time and full-time employees as a result of job shadowing and internship exposures.

Students have been influenced to pursue their dreams as they experience personal encounters with campus and AOBA professionals. They can envision themselves as successful because they have role models who share their first-hand experiences of overcoming challenges and obstacles. Serving as peer mentors—and ambassadors for the college and the AOBA Scholarship Program—has also heightened their commitment to community service and to utilizing their leadership skills.

Advice to Others

The AOBA Scholarship Program could easily be established in other colleges. Any kind of association, chamber of commerce, or service organization could partner with a college that has established support services such as mentoring, tutoring, career assessment and planning, leadership development, and community service opportunities. Strong advocates/coordinators are necessary at the association level and the day-to-day operations level at the college. There must also be institutional team/collaborative support for the implementation of the unique components of the initiative. This comprehensive scholarship program should avoid the inclination to attract only the best and brightest students and instead target a less advantaged group.

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Creating Four-Year Degree Opportunities at Community Colleges Through Distance Education Partnerships

Frederick Community College (MD)

L. RICHARD HANEY
DEBRALEE MCCLELLAN
DAVID S. KELLY

Purpose

The purpose of the project was to establish a Distance Education Center (DEC) to meet the needs of local citizens who lack access to affordable baccalaureate and postgraduate education. Through the DEC, students would be able to enroll in and complete baccalaureate and postgraduate degrees from any college or university that offers distance learning programs with a focus on those offered through the Internet. A unique feature of the project was the development of a comprehensive array of student support services designed to assist the “distance learner” from a “virtual campus” Website.

Need

The project was initiated to correct a disparity in the baccalaureate degree attainment level between Frederick County citizens and Maryland as a whole (26.5 percent for Maryland; 21.6 percent for Frederick County) by extending access to degree programs offered in distance learning formats, especially through the Internet.

The specific objectives of the project were:

- To increase transfer rates among adult students.
- To accommodate growth in local jobs requiring post-associate degree credentials.
- To lower attrition rates among distance learners.
- To develop and apply strategies to assist students in becoming self-directed learners.

Organization

The project was funded by a three-year grant from Funds for the Improvement of Postsecondary Education (FIPSE). With the primary focus of the project on student support services for distance learners, the project was administratively housed within the Student Development division, specifically within the Counseling and Career Services department. For the first year of the grant, the Director of Counseling served as the DEC director; however, the need for a full-time center director was recognized and, in year two of the project, the college hired a full-time staff member.

A Distance Learning Support Team (DLST) consisting of representatives of all student and academic support units (library, tutoring, testing center) was established to assist the center director. The DLST was responsible for assessing the needs of distance learners and developing online student support services to address those needs.

Impact on Learners

The project had a positive impact on students in several ways. Retention of students enrolled in courses offered online increased 11 percent from spring 2000 to spring 2001 (from 69 percent to 80 percent). In the past three years, enrollments in online courses increased 216 percent; the number of courses available to students grew from 1 to 20; and there was a 20-percent increase in the number of “repeat” online students.

Students have also benefited from the development of proactive student support. Through the one-stop place for help, distance students receive early, frequent contacts and are provided with information about support services as well as timely information about important college deadlines. Technical support is provided to those who need it. Online tutoring services have recently been added to assist students in need of academic support.

Advice to Others

In projects that involve the development of relationships with other institutions, it may be helpful to conduct an initial assessment of interest. It is also important to develop strategic alliances throughout the campus to ensure that buy-in for the project exists from the beginning. To ensure that the project receives sufficient promotion, include a member of the marketing/public relations staff on the project team. Perhaps the most important advice is to remain flexible in projects involving such a rapidly changing entity as educational technology.

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Retention Planning: The Rat Pack to the Rescue

Columbus State Community College (OH)

JAMES HAMBERG

JACQUELINE STEWART

Purpose

Strategic Enrollment Management (SEM) is a comprehensive process to improve recruitment and retention. By aligning the college with the environment, barriers may be reduced to create a positive impact on learners. The charge “We commit not to leave recruitment and retention to chance” guides the work of SEM at Columbus State Community College.

SEM involves using data to better understand the learners a college attracts and retains. As a process, SEM requires a holistic review of the college’s operations, recognizing that decisions made in one area impact other areas.

Need

After years of growth at Columbus State, recruitment of new learners decreased over a two-year period, and at the same time retention of current learners decreased. The college found it was retaining only 78 percent of the registered learners to the end of the quarter, and fewer than 60 percent returned for a second quarter. Improvements in the methods used to attract and retain learners were needed.

Also, it was vital to take a comprehensive look at the college as systems of interconnected processes and how these systems impacted learners. Data collection and analysis were necessary to inform action plans and allow evaluation of effectiveness. SEM fulfilled these requirements.

Organization

Strategic Enrollment Management at Columbus State initially involved adapting a planning process and developing a framework. The college adapted the Strategic Decision Engine (Dolence, 1995) as the planning process and a task force developed a framework of key systems impacting learners to guide data analysis and decision-making.

The task force analyzed data from numerous sources to identify issues. Many activities were identified and implemented to improve recruitment and retention. Based on the data, the following retention activities were proposed:

- Partnerships with classes in the Arts and Sciences Division.
- A tele-counseling program to groups of learners such as early applicants and learners with cancelled classes.
- Faculty workshops focusing on learner retention in the classroom, providing assistance during peak times to help learners process requests faster (the RAT Pack).
- Establishing communication linkages with critical offices with which the RAT Pack assists.

Impact on Learners

The college has witnessed an increase in intra-quarter retention as well as inter-quarter retention. The Arts and Sciences Partnership saw a 20 percent increase in retention of those learners seen by an advisor versus those who did not meet with an advisor. Calling applicants who applied early resulted in a 12 percent improvement in registration over those not contacted. The college improved slightly in the retention of learners who had cancelled classes through a phone call follow-up. Learners who had been contacted regarding their low mid-term reports, though, were not retained at a significantly higher rate. Through this process, however, improvements in the information provided have been made.

Advice to Others

- A SEM process may require a culture shift; it is not a quick fix.
- Know what data is collected on your learners and find that data.
- Look at the data in new and multiple ways.
- Get the entire college involved in the process.
- Involve as many people as possible in the data review and decision-making.
- Share the information widely (communicate information regularly).
- Identify internal or external best practices that might be instituted.
- Evaluate to show results, both positive and negative, and share that information.

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Reference

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Use of Online Disciplines in a Freshman Student Development Course

Lake City Community College (FL)

BARRY BUNN

RON JOHNSRUD

Purpose

The content of this program was the initiation of a student development course at Lake City Community College. It was developed by Barry Bunn to address the Internet deficiencies of preparatory students from low-income, rural areas. Its purpose was to help those students who scored low on their entrance placement tests by exposing them to electronic mail (e-mail), the World Wide Web, and other potentials of the Internet.

Need

We had known for some time that these preparatory students, most of them first-generation college students, were pursuing postsecondary education without having experienced the benefits and potentials of the Internet.

Organization

The first objective was to have the students successfully learn where to go for Internet accessibility, how to sign on to the Web, how to use search engines, and how to access various Websites. The second objective was to have the students successfully set up their own e-mail accounts, check for incoming messages, develop skills in e-mail operations, and send e-mail messages with attachments.

The student accesses a Website to review the chapter's material through a series of quizzes. Each chapter has a true-false, a fill-in-the-blank, and a multiple-choice quiz. The Website is designed to score each test for accuracy and to immediately display the results. The scores are then forwarded by e-mail to the instructor for verification that the material was covered and tested. The students also forward their scores to themselves for practice in receiving and (if they so choose) deleting messages. If students fail to submit their quizzes for a particular chapter, they are required to compose a paper on the material in that chapter and submit it to the instructor as an attachment to an e-mail message.

Impact on Learners

The impact of the "Internet intensive" course has been a dramatic increase in students' awareness of what the Internet can offer and a growth in their proficiencies as they use the Internet. Survey instruments have confirmed this achievement. The first survey is administered on the first day of class to determine the student's familiarity of the Internet and e-mail. On average, only 16 percent of the students surveyed have ever worked on the Internet or e-mail.

The second survey is administered on the last day of class to determine the effects of the online exercises and to evaluate the student's attitude toward the world of electronic communication. Routinely, there is a significant increase in working knowledge of the Internet and e-mail. This is validated by the correct submission of electronic chapter quizzes and submitted papers as attachments.

Advice to Others

This course could easily be replicated at other institutions where the computer literacy of students from a rural setting needs to improve. The students must have access to a personal computer either at home, in a public library, on campus, or other convenient location. It is recommended when introducing such an assertive approach to the Internet that you provide constant and courteous assistance—either by the instructor, another student, or college staff.

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Gaining Strength from Differences: Creating and Benefiting from Collaborations

Shawnee Community College (IL)

LIBBY ROEGER

Harry S. Truman College (IL)

JOHN MINTIER

Purpose

Shawnee Community College (SCC) and Harry S. Truman College have partnered to offer students from both campuses an opportunity to interact and explore their respective cultures and values. To understand the project, it is first necessary to understand the location and culture of each school.

SCC is a small college of approximately 2,000 students situated in the southwest corner of Illinois. This area is probably the most topographically attractive environment of the state, placed between the Ohio and Mississippi rivers and on the “backbone” of the Ozark Mountains. Most of the residents it serves are natives to the area, many of them going back at least three or four generations. SCC borders Kentucky and Missouri, with many students from over 100 foreign countries.

There are 68 foreign languages spoken at Truman College, by students who have immigrated from all over the world, in many cases to pursue educational goals not available to them in their home country. It is in the heart of Chicago’s Uptown neighborhood on Wilson Avenue, which has been the first neighborhood to immigrants throughout the past century, including many “immigrants” from the Shawnee area.

Beyond their common tie to the Illinois community college system, the two schools would appear to be as opposite from each other as possible. This contrast is what offers students at both schools an opportunity to broaden their horizons and to meet and learn about students from different environments with the commonality of the community college education as their base.

Organization

The project offers students three different types of opportunities:

- The cultural exchange takes eight students, a faculty member, and a counselor or administrator in student services from each school and teams them up for a semester of e-mail exchange, shared readings, and a spring trip where the respective teams spend six days with the other team at each school—six days in southern Illinois and six days in Chicago. The teams share their communities, culture, food, and schools and spend time discussing value-related issues. The second exchange took place during the spring of 2001.
- The second opportunity for sharing is an e-mail exchange with partnering done with the respective schools. This is done through composition classes.

- The third part is a jointly taught composition course taught via interactive television. Students from SCC and Truman are taught composition by Truman and SCC faculty. The textbook is *Framework: Culture, Storytelling and College Writing* by Columbo, Lisle, and Mano (Bedford Press), which emphasizes the cultural context of language, writing, and value formation.

Now in its third year, the exchange has broadened to include team-taught composition courses via interactive television. A Website with bulletin board and discussion rooms and a film in literature class will be offered during the spring 2002 semester. The third exchange will take place in May 2002. Meanwhile, funding is being sought for a student exchange “Lewis and Clark” expedition scheduled for the summer of 2002.

Impact on Learners

The student cultural exchange had no major difficulties. The biggest challenge was for students to find time to participate in it. Many of the students work two and three part-time jobs. The second challenge was simply for the Truman and SCC faculty members to find time to create the project and develop its components. Both are full-time faculty and department chairs.

The e-mail exchange worked fairly well. The greatest problem was getting students used to the e-mail technology itself. It was more difficult for SCC students to meet the time restraints for the e-mail exchange because of limited time available to them on computers. The other challenge was the language constraints of some of the Truman students. This, however, turned into a positive experience as the SCC students became more aware of identifying student English language needs.

The interactive television class seems to have few challenges. Initially, students were hesitant about having two instructors and wondering how each instructor would grade and who to listen to. After the first two weeks, however, the class settled down into a predictable routine and students recognized that the two instructors had similar teaching styles and values. Students also began to know each other via the television monitors and become part of one larger class unit and “family.”

Advice to Others

This project may be easily duplicated. Community colleges simply need to establish a partnership with another school and begin to create the exchange. Key features of building a successful exchange are:

- Extensive cooperation between exchange school administration and faculty.
- Faculty who are willing to give their time and effort to the project.
- Students committed to giving time to the project.
- Budget of no less than \$10,000 for the student exchange.
- Server space for the Websites.

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Using the Web to Better Assist Students in Reaching Their Educational and Career Goals

Montgomery College (TX)

EARL CAMPA

MATTHEW HECK

Purpose

Montgomery College is one of four colleges in the North Harris Montgomery Community College District with a total district credit population of over 20,000 students. Montgomery College opened as a full service college in 1995 and currently serves more than 5,500 students.

Staff and faculty at Montgomery College recognize that students who are not focused on a goal or who fail to monitor their own progress often become drop-outs or stop-outs. The college staff realized the importance of engaging students and providing a consistent communication link regarding their academic programs. The most typical approach to informing students about their academic program or progress towards their goals was to have the students meet with an advisor or faculty member. There was no way for students to access their current status on their own.

Therefore, the purpose of Project ACCESS (Achieving College Completion, Employment, and Student Success) was to build a Web-based system so students and advisors could access current information regarding the students' goals. We believed this would increase student achievement and persistence toward career goals by creating a technology-based system that supports individualized learning and success.

Organization

A Carl Perkins Discretionary Grant through the Texas Higher Education Coordinating Board (THECB) funded project ACCESS. This funding allowed the college's staff to develop an informational Website and Individual Learning Plan (ILP) with the assistance from a pilot group of 200 students. The ILP was developed from the college's student information records stored in the student software system. Using the system's degree audit program, the team designed a student-friendly ILP that provided the students with access to their academic roadmap from any computer station on or off campus. Other academic data such as grades, test scores, and class schedules were also accessible from this system.

Impact on Learners

This Website and ILP provide students with the critical information needed to complete an academic program and achieve career goals. The Website allows students to access valuable information such as assessment test scores, semester grades, semester schedules, and weekly news about the college's programs. The site also has links to other college resources. The ILP is the roadmap to course

completion. This site gives both the student and/or the student's advisor a tool to maintain critical information about factors important to the individual student's success.

To assist our students in developing a planned sequence of courses linked to their ILP, Montgomery College has developed a Guaranteed Annual Schedule in which courses are mapped out for a full academic year, on a "no cancellation" promise. The students can access this schedule from the Website and determine which courses are critical to program success and plan a schedule for when those courses can be taken over the next year. With this roadmap, students have a long-range plan for determining what they need to achieve their educational goals.

Advice to Others

Those colleges using the DataTel Colleague system can replicate the work of our programs and bring this system online. Those colleges using other software systems can use the programming and formatting information to build a similar system.

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Campus Talent Search Program

Pima County Community College (AZ)

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Purpose

The campus educational talent search at the Desert Vista campus in the Pima County Community College District is an early-intervention program. It seeks to reach promising students who are economically disadvantaged and to increase their college participation rates.

Targeting first generation immigrants and low-income at-risk youth, the program focuses on helping students in grades six through twelve to understand their academic and career options and to prepare them successfully to access college programs.

Organization

The program is referred to as a Trio Program and is a partnership between Tucson Unified School District, Sunnyside Unified School District, and Pima Community College District in Arizona. Funded by a Title IV grant from the federal government, the program extends to 13 schools within the service area.

Arizona has the third highest dropout rate and the second lowest graduation rate in the nation. Tucson Unified School District and Sunnyside Unified School District have the highest dropout rates in Tucson. They have a majority of students from minority backgrounds. Within the schools in the target area, 25 percent of youth live below the poverty line.

The Talent Search program provided a year-round series of educational support programs, information workshops and field trips. The specific services offered to students in each high school included:

- Tutoring
- College visits
- Mentoring
- Role model presentations
- Career exploration
- Summer enrichment
- Information clearinghouse
- Self-esteem building
- Postsecondary advising
- Financial aid assistance
- Scholarship search
- Cross-age tutoring
- Parent meetings

The program sought out dynamic individuals within each school district who could provide solid coordination. Working to use empathy to develop trust and understanding, especially of the impact of socio-cultural factors on participation rates in college, the program personnel designed together a program that was culturally diverse and included strong parental involvement and support.

Impact on Learners

The program identified 1,300 potential at-risk participants. They were aged 11–27 years and came from low-income families with parents who generally had no post-secondary education. The family profile included mostly working parents or single parents who were first generation immigrants, largely from Mexico and often with language limitations.

By participating in the Talent Search program, these students reduced their dropout rate and increased their rate of enrollment in college programs. In fact, 90 percent of seniors who participated in the program graduated from high school in 2000-01 and entered college compared to 78 percent in 1996-97.

Testimonials collected from participants typically included statements of high praise and gratitude for the existence of the support and its encouragement. One student from Sunnyside High School said: “This program motivates me and it is a strong influence in my life.” A parent whose teenager graduated from Pueblo High School stated: “Without this support it would have been very difficult.” Another student from Tucson High stated: “I am the first generation to graduate high school in my family.... I’m one of the lucky ones.”

The Talent Search program received three major awards of recognition. The Arizona State Commission for Post-Secondary Education recognized the program at its Best Education Practices Conference in April 2000. The Council for Opportunity in Education in Washington, D.C., named it as a Most Successful Talent Search Program in January 2001. Also, the National Council on Student Development presented the program with an Exemplary Practice Award in April 2001.

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Articulation Web Page: Using Technology to Support Articulation and Transfer

Metropolitan Community College (NE)

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Purpose

Metropolitan Community College created a comprehensive Articulation Website providing students, high school staff, and college advisors with a user-friendly online resource that clearly describes transfer courses and transfer degrees. The Website provides accurate and readily available information supporting successful articulation efforts.

The primary purpose of the Articulation Website is to provide an advising tool that enables high school, college, and university staff to serve students well. The Website utilizes technology to manage and organize articulation information in a manner that is easy to use, readily accessible, and easy to update. The Website also encourages high school staff and four-year institutions to view the community college as a desirable place to begin a bachelor's degree program of study.

Need

The project was needed because our student services staff were frequently unable to confidently provide students with the current and accurate information about articulation and transfer because hardcopy files of articulation documents were often incomplete or out of date. In addition, as more four-year institutions showed interest in developing articulation partnerships with Metropolitan Community College, it became increasingly difficult to maintain an accurate listing of articulation agreements. In too many instances, students were not well served simply because good information was not always available.

Organization

Establishment of the position of Articulation Coordinator was the first step taken in creating an improved articulation system. The Coordinator serves as the point-of-contact and clearinghouse for all articulation initiatives and ensures that a uniform process is used for all articulation work. By assuming responsibility for managing the Website, transfer information is now always accurate and regularly updated.

Impact on Learners

The impact of the Articulation Website has been dramatic. Students now get the latest and the same articulation information whether speaking with a high school counselor, a university advisor, or a community college counselor. Clear educational paths are established for students wishing to begin academic careers at the

community college. Students who may not have been aware of transfer options can now easily view the wide range of opportunities available. Overall, students are more confident of the transfer process. Since the Website lists a contact at the four-year institution, next steps are more confidently taken.

Advice to Others

To successfully undertake this project, an institution should establish a position with primary responsibility for coordinating articulation efforts. The articulation coordinator, ideally located within Student Services, should work with an institution's Web support specialist to create an easily accessible articulation Website. Identifying articulation champions at partner institutions is essential to assist with agreement development and problem solving. Because they can provide an end user perspective, college academic advisors should be involved in the development of transfer systems and initiatives.

By providing a convenient system for maintaining information, the Articulation Website has facilitated the development of successful articulation practices and partnerships with area colleges and universities that have benefited students and the entire educational community.

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Retention Strategies for Professional/Technical Students in the Community College

Shoreline Community College (WA)

DONNA J. WILDE
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Purpose

The number of students with varied backgrounds has increased at Shoreline Community College in Seattle. We have many international students, immigrants who are American citizens with English as a second language, and others of diverse cultural, social, ethnic, and economic backgrounds. College administrators and faculty worked together to increase student success as measured by student retention, student satisfaction, passage rates of graduates on professional certifying exams, and employment.

Need

While the enthusiasm of students was strong on entrance to the college, many individuals found it difficult to study courses when English was a challenge for them; to juggle the responsibilities of school, work, and home life; and to know how to study effectively at the college level. We wished to provide appropriate assistance to them to increase their satisfaction with the college experience, their retention/graduation rates, and their employment chances. Because most health occupations programs are accredited and must meet strict educational guidelines—and because a high level of competency is needed to enter health occupations positions after graduation—the knowledge and skills required of students continue to increase. Therefore, we needed strategies to assist struggling students to meet the strict learning requirements.

Organization

First, we looked at existing support programs on campus. Then, we increased student awareness of current opportunities and encouraged their participation in one-on-one counseling as needed. These supporting programs include tutoring services, the Academic Skills Center, the Math Learning Center, day and evening child care services, the Adult Basic Education/ESL Technology Center, Saturday/evening/online registration, student clubs, scholarship funds, and the Multicultural Student Center.

Upon further analyzing the needs of these students, health occupations faculty created additional strategies to assist in student retention and success. These included development of special classes—using medical terminology designed specifically for the English-as-a-Second-Language health occupations student—as well as special classes for nursing students to enhance their current curriculum, which include: Success Strategies, Critical Thinking, and Student Leadership. We also provide

career-ladder approaches in several health occupations programs, provide individual curriculum plans for each student, meet with individual students to develop special strategies when needed, and have increased community partnerships.

Impact on Learners

The number of students with diverse backgrounds has increased in the health occupations programs, the retention rates have increased, state/national licensing and certifying exam passage rates have improved, and employment upon graduation is very high.

Advice to Others

While it is important to retain the quality of the programs and maintain the rigorous standards in terms of student competency upon graduation, faculty and administrators can develop methods to assist individual students to acquire the requisite knowledge and skills during their educational experience. Students should be informed of, and encouraged to use, existing campus programs. A gap analysis should be done to determine other programs/activities that can be developed to assist in student success. Faculty, administrators, support staff, community professionals, and students should become partners in this endeavor.

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