

KEEPING THE MAGIC

in Community College Student Development

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

Orlando, Florida
October 2004



Edited by
Dr. Charlene Dukes & Dr. Tyjaun A. Lee

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ON STUDENT DEVELOPMENT
an affiliate council of the American Association of Community Colleges

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Contents

Acknowledgements v
Dr. Debra Bragg, Executive Director
National Council on Student Development

Conference Overview vii
Dr. Charlene Dukes, *Prince George’s Community College*
Dr. Tyjaun A. Lee, *Cuyahoga Community College*

General Sessions

**Opening Session—Toward the Future Vitality of Student Development:
Redefining the Legacy 1**
Dr. Terry O’Banion, President Emeritus and Senior Fellow of
the League for Innovation in The Community College and
Director of the Community College Leadership Program
Walden University

Terry O’Banion Shared Journey Award Winners

First Place—The Online Career Center 9
Frederick Community College (MD)
Lorraine Fox Dodson
Marcia Dean

**Second Place—Hate Hurts:
Combating Hate Crimes and Bias Incidents on College Campuses 11**
Portland Community College (OR)
Cami Bishop
Kendi Esary
Amanda Ellertson

Third Place—NHMCCD Online Student Services 13
North Harris Montgomery Community College District (TX)
Linda Bilides

Other Presentations

College Readiness: Early Assessment and Intervention	15
<i>The Community College of Baltimore County (MD)</i>	
Cindy Peterka	
Al Starr	
Susan Gabriel	
Rowland Savage	
Creating an Enrollment Center Based on Beliefs Concerning Students	17
<i>Piedmont Technical College (SC)</i>	
Kit Adkins	
Martha Barnette	
Andy Omundson	
Becky McIntosh	
The Student Medallion Leadership Institute	19
<i>Pima Community College (AZ)</i>	
Shirley Jennings	
Mark McCabe	
Constance Strickland	
Work-Study Job Readiness Training	21
<i>Prince George's Community College (MD)</i>	
Margaret Taibi	
Fatina Taylor	
Walking the Walk of Diversity Annual Conference	23
<i>Richland Community College (IL)</i>	
Sheryl Blahnik	
Marcus Brown	
Jane Johnson	
NCSD Conference Participants, 2004	25
NCSD Board of Directors, 2004–2005	43
NCSD Regions and Regional Representatives, 2004–2005	45

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DEBRA BRAGG

Executive Director, National Office
National Council on Student Development

I want to thank all of the participants who attended the annual conference of the National Council on Student Development—*Keeping the Magic in Community College Student Development*. The backdrop of Disney World in Orlando helped many of us to remember and reflect on the many reasons that supported our decisions to enter a profession that is so focused on helping college students realize their full potential in and outside of the classroom. This yearly gathering continues to provide the opportunity for professionals to converge in one place and discuss the very important topics associated with educating students for the 21st century and beyond. The dialogue allows committed student development practitioners to learn from the most innovative and creative practices gleaned from more than 1,100 community colleges on the continent.

As noted in past years, the success of this annual event is the result of the contributions of many. NCSO, again, extends its most sincere appreciation to Dr. Terry O'Banion, President Emeritus and Senior Fellow for the League for Innovation in The Community College and Director of the Community College Leadership Program at Walden University, whose remarks at the opening plenary session helped us to reflect on the importance of our work. NCSO is grateful for the individuals and groups who competed for the Shared Journey Awards and made presentations that highlighted their ongoing commitment to programmatic excellence.

We acknowledge the extraordinary contributions of our host community colleges. We are grateful for the contributions made by so many and all who went to great lengths to ensure that we enjoyed the conference and the local sights.

The Board of Directors is eternally grateful to John Roth and everyone else at ACT who continue to support the development and publication of our yearly monographs. Without their assistance and commitment, the recordings of this and past proceedings would not exist.

Kudos and appreciation go to each of the authors who contributed to the materials contained in the monograph. By following a standard format, we hope that the salient points are captured making it easily accessible to readers.

Lastly, we wish to thank the participants, without whom a conference is just words on a document. It is your participation, your energy, your thought-provoking questions and comments, and your commitment to the profession that made this gathering successful.

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

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NCSO National Conference Overview

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Keeping the Magic in Community College Development was the theme for the Sixth Annual Conference of the National Council on Student Development in sunny Orlando, Florida, at the Hilton Hotel–Walt Disney World Resort. The conference was held October 24–26, 2004, and participants celebrated the 30th anniversary of the organization. While today's community colleges continue their commitment to student access and success, student development has become an integral part of the overall development of our students. During the conference, student development practitioners had the opportunity to meet, discuss, and learn new methods for responding to the ever-changing needs of our student populations. Hurricane Charley did not impede our gracious hosts from keeping their commitment to planning and assisting the national office with making the 30th anniversary a success.

A warm welcome was given by Dr. Blaine Nisson, President of NCSO, followed by remarks by the President-Elect, Dr. Deborah Garrett, who introduced our renowned opening keynote speaker. Dr. Terry O'Banion, President Emeritus of the League for Innovation in the Community College, addressed the future of student development by examining the 2004 colloquium monograph, *Toward the Future Vitality of Student Development Services: Defining the Legacy in 2004*, which was written in Indianapolis, Indiana, in July. Dr. O'Banion provided participants with an historical perspective of student development and feedback on how to make the document stronger to ensure that it fully addresses the national issues that are impacting community colleges. Following his presentation, participants convened to discuss the monograph, which included topics focusing on the role of counseling, enrollment management and student persistence, the expectations of today's learners, the responsibility of student development, and the role of student development in developmental education.

The remainder of the conference included a series of concurrent presentations and competitions for the Sixth Annual Shared Journey Awards, in honor of Dr. Terry O'Banion. Presentations were selected based on how the programs supported the development of the community college student. A panel of selected NCSO board members judged the presentations to select the award winners.

First place in the awards went to Frederick Community College in Maryland for their Online Career Center. Portland Community College in Oregon took second place for their presentation on strategies to combat hate crimes and bias on college campuses. Finally, third place went to North Harris Montgomery Community College District in Texas for web-based online student services.

The final day of the conference allowed participants to attend invited presentations on Life Map: A Learning-Centered System for Student Success, Appreciative Inquiry, Disney Internship Programs, Learning College Assessment, and FACTS (Web-Based Advising). The day concluded with the NCSD Business Meeting and recognition of board members.

Opening Session—Toward the Future Vitality of Student Development: Redefining the Legacy

Keynote Speaker

DR. TERRY O'BANION

President Emeritus and Senior Fellow of the League for Innovation
in the Community College and Director of the Community College
Leadership Program
Walden University

In his remarks, Dr. O'Banion acknowledged that every 20 years or so, student service professionals are called upon to renew their commitment to the profession and to students. It happened in 1964 with a \$100,000 grant from the Carnegie Corporation of New York to study student development in the community college. Twenty years later, the 1984 Traverse City Statement—"Toward the Future Vitality of Student Development Services"—was created and edited by Dr. John Keyser, then President of the National Council on Student Development, and now 20 years later, in 2004, another group of professionals convened in Indianapolis, Indiana, to update the original statement and speak to "The Challenges of the Future." Dr. O'Banion expanded on each of the five sections of the statement with a series of questions and comments in the following remarks:

Role of Student Development in a Community College

1. Student learning and development are not the sole purview of any one area of an institution but are instead a shared responsibility.... If student development is a shared responsibility, we do ourselves harm with our colleagues by appropriating the term as a professional label. We have a continuing problem with language in our profession. Of the 26 participants who helped to create the 2004 Statement, nine use the term "student services" in their titles, six use "student development," three use "student affairs," and three use "enrollment services." These are not synonymous terms. Services are the things we provide; development is the process or the goal for students of what we provide; and I am not going to touch "affairs." I am pleased that the terms "guidance" and "student personnel work" are no longer being used. If you are going to redefine the legacy and keep the profession vital, would there be value in agreeing upon common terminology for the work we do? Language does reflect values and using the same language over time with various audiences makes a point: If you decide to tackle the language issue, would you also consider a list of sound synonyms for the terms "holistic" and "pro-active" which border on clichés in education?

2. Our co-dependence on academic administration and instruction is a real catch-22 for student development. In recent years, presidents have sometimes combined the functions into a single vice president, but, as the authors of this report point out, “the reality may be that the student development voice is not at the decision-making table.” The authors suggest a number of ways to collaborate with their instructional colleagues, including “consulting with instructional colleagues about better ways to serve community needs; working with instructional colleagues to embed service learning as an option in courses; working in collaboration with instructional colleagues to weave ethnic emphases into traditional curricula; and holding state, regional, and national meetings of student development professionals in conjunction with instructional administrators to promote cooperation and collaboration in efforts to improve student learning experiences.”

Would instructional administrators attend such meetings? I was wondering if the business services side of the college explores its role in relationship to instructional colleagues? It might be interesting to create a national statement and a local statement that spells out the added value that student development brings to students and to the college—the things we do that no one else will do or can do. Such a statement might include ways we collaborate with instruction to improve and expand learning for students—but our “role” in the college would stand on its own feet, and “collaboration with instructional colleagues” would be a sidebar.

3. That brings me to the term “Services or Functions” as one way of addressing our role. These are not sexy terms I know, and in the early 1970s, I championed the idea of an emerging role of student development that would support the humanization of the educational process and even suggested we should become “human development facilitators”—a term that did not quite catch on but did reflect the expanded role we desired for ourselves at the time. I would not argue that we return to the 1960s, when we identified ourselves by the 11 essential functions or the 26 services, but there is something handy and basic in these lists of “things we do” to help students. And such lists are easy to communicate to a president, to the faculty, and to a board of trustees. Is there some way we can add a creative dimension to these lists—combining the utility of services with the transcendent goals of student development? Freud said that a cigar is sometimes more than just a cigar. I think that registration is more than signing up for courses. What are the desired outcomes for students in terms of learning as they navigate through our “functions,” our “services” such as admissions, orientation, assessment, academic advising, registration, financial aid, health services, student activities, and others? Fresh thinking around these old functions and services might produce some rich material for the review of our roles. I like the question so much I am going to ask it again: “Is there some way we can add a creative dimension to combining the utility of services with the transcendent goals of student development?”

Learner's Expectations

1. The authors of this report rightly point out the limitations of the old architecture of education: traditional hours, semester terms, three-credit classes, 45 hours of seat time, etc. New learners with new expectations are met in today's colleges with an outdated architecture that is time-bound, place-bound, efficiency-bound, and role-bound. If you really want to redefine the legacy of student development, consider taking on the old architecture that serves as a barrier to improved and expanded student learning. A good place to begin is to eliminate "late registration"—an artifact of the old architecture that violates everything we know about creating a sound environment for learning. Faculty will gladly collaborate with you in this effort. Valencia and Sinclair have proven that with careful planning and implementation, the elimination of late registration does not reduce student enrollment (the proper fear of some administrators) and does improve the climate for teaching and learning.
2. In this challenge on "Learner's Expectation," the authors include a section on "Caring and Inclusive Campus Climate." Referring to students, the authors say "Most are not concerned with the structure of the college and who provides what service. Rather, they come to any staff person expecting to have their concerns resolved in a friendly and efficient manner." I couldn't agree more. And who is the first staff person encountered by this first-generation, returning adult, under-prepared, ethnically diverse, unsure, and sometimes fearful student? A secretary in the admissions office, a security officer in the parking lot, a student assistant at the information desk. If you really want to redefine the legacy of student development, consider establishing a training program to prepare these "first defenders" in how to create a caring and inclusive campus climate. Every employee in the institution should be seen as a learning facilitator helping students feel welcome, helping students connect to resources they need, helping students navigate the foreign culture of college. Student development as a goal will be achieved much more significantly if you work with your staff and classified colleagues and your work study and student assistant colleagues to enlist them in efforts you cannot manage alone.
3. In the section on "Life's Transition," I thought the authors missed an opportunity to identify student development with deeper issues. After saying "Many students face major life transitions and expect the community college to be responsive to their goal setting, career exploration and personal development needs," the authors concentrate on transitions that relate to career goals, university transfer, and job placement. These are important transitions, of course, but what about the transitions reflected in students who are struggling with turning away from a restrictive religion to a more liberal view of the world, leaving a husband who has been outgrown, exploring new sexual orientations, getting free of career choices dominated by the needs of parents, or taking first steps to improve self-concept? These are the human transitions that bring on the most pain and the most joy; when we can connect a student's education with these basic elements, we have added deeper meaning to our efforts. All students

at all ages struggle with the eternal questions: Who am I? Where am I going? And what difference does it make? The place for these questions to be answered is in the student development curriculum, the kind of student development course we created in the Humanistic Education period of the 1960s—the kind of course that was required for all students at Santa Fe Community College—and for which “The Shared Journey: An Introduction to Encounter” was written. Such a curriculum provides students with some of their most meaningful and valuable life transition experiences and provides student development staff with a framework for delivering their greatest contribution to students, to the college, and to the society. If you really want to redefine the legacy of student development, you may want to consider revisiting the student development curriculum.

Enrollment Management and Student Persistence

1. When we met in Traverse City twenty years ago, the term “Enrollment Management” was new to most of us. Ernie Leach championed the concept, and since he was articulate on the issue and also served as the recorder for our deliberations, the statement said “enrollment management (is) one of the most critical issues facing community colleges.” This 2004 statement also places enrollment management as one of the five critical challenges. I have a hard time explaining what enrollment management means. In the current statement there are some hints such as: “Enrollment management has many arms.” “Enrollment management is about managing change.” “Enrollment management is always putting our students and their learning first.” Seems to me the same thing could be said about the entire range of student development programs. If the term “enrollment management” is removed from the section of the report, it sounds just like what we ought to be doing across the board in our student development programs. I get the feeling that enrollment management was an attempt to recast much of what we do in a new framework so it could be examined in a fresh way—and I think that can be helpful.
2. I often see enrollment management linked to increasing retention—that was originally true of the work of Lee Noel and Randy Levitz. I have always been cautious about focusing too much on retention. It seems to me that retention is a symptom of a larger problem, not the problem itself. Attrition can be viewed as a healthy response to an unhealthy situation. If students are not staying in the institution, it is because they have to leave or they want to leave. Our task is to address those reasons and see if we can do any reasonable thing about them. We need to abolish retention committees and concentrate on improving the learning experience for students. In a creative, substantive, meaningful, relevant learning-centered college, retention will not be a problem except for students who have to leave the institution for reasons beyond our control.
3. The 2004 statement goes on to say that “Enrollment management is everyone’s business.” I guess just like “student development” is everyone’s business. And again, I leave you with this question: What do we do that is not everyone’s business?

Helping Underprepared Students Succeed: Student Development's Future Role

1. It is interesting to note that we never mentioned developmental education in the 1984 statement. We might have been unsure of our role, or we might have wanted to avoid the tar baby of developmental education. Helping underprepared students succeed is the toughest task facing community colleges. If student development can make a contribution to this effort, it is well worth exploring, and you will do that through the creation of your task force on developmental education.
2. In the 2004 statement on the role of student development in developmental education, the authors give primacy to the role student development plays in helping students with their cognitive and non-cognitive skills. In this brief statement “cognitive and non-cognitive skills” are mentioned eleven times. I understand the importance of stressing these skills and especially the role student development plays in underscoring the value of the non-cognitive or affective skills—but couching so much of the discussion of developmental education in this framework may not be the most effective approach to the issue. There is so much more involved in helping underprepared students succeed, and, in that regard, I urge you to study the Community College of Denver for its track record of success in this arena. Their approach was to become a Learning College and recast developmental education in terms of what it means to be a more learning-centered institution. I also urge you to review Joe Fordyce's seminal work on this issue in his chapter “Evaluation of Student Services in Community Colleges” in a book Alice Thurston and I edited in 1972, *Student Development Programs in the Community Junior College*, published by Prentice Hall.
3. Recognizing that developmental education is a shared responsibility, the authors of the 2004 statement recommend that student services staff partner—with underprepared students, with faculty and staff, with college administrators and board members, with K-12, with local, state, and federal government officials, with business and industry, with community/social services agencies, and with families. It may be a bit unrealistic to partner with all these groups, as admirable and effective as such partnerships might be. And some of these groups might not want to partner with us. When it comes to helping underprepared students succeed, the leadership of the college must make a substantive commitment to this effort in mission and resources, and there must be an adequate core of qualified faculty to do the hard work. Without these two elements in place, it won't much matter what student development tries to do to address the challenge.

Future Role of Counseling in a Community College

1. In one sense “counseling” is the discipline for the student development profession—just as English is the discipline for some instructors in the communications division or Biology is the discipline for some instructors in the science division. And like those instructors, we, too, are caught between practicing our discipline as we were taught it and participating in the more expanded role of educator as required by the institution and our students’ needs. This conflict in roles is the genesis of one of our greatest challenges: do we function as therapists or as educators? It is a challenge that runs deep through our history—and we won’t resolve it today. It is a topic, along with many others, to be addressed by NCS&D’s Task Force on Counseling.
2. Some of those challenges to be addressed by the Task Force include: a) the eternal lack of resources and number of counselors—there will never be enough counselors to meet student needs; b) the role conflicts between counselors and faculty and between counselors and the other student development staff members who have to deliver the basic services of admissions, assessment, orientation, advising, registration, etc.; and c) counselors on faculty contracts and the limitations that places on the work of those in the helping professions. These issues are only the tip of the iceberg in exploring the role of counseling.
3. The authors of this paper on counseling in the 2004 statement have done a good job addressing some of the key issues, and they have made some very important recommendations for your consideration. The most important recommendation they have made is this: “Counselors must implement new modes of providing services that allow them to reach larger numbers of students including group counseling, workshops and seminars, counseling-related course instruction, and consultation with faculty and staff that will enable them to better meet the needs of the students in their classrooms.” For your consideration, here are three ideas for implementing this recommendation:
 - To expand your impact as counselors, consider training students as counselor aides. Many decades ago Theodore Newcomb at Berkeley coined the term “student tutelage” and in his research discovered that students learned more from other students, especially those trained to assist other students, than they did from the faculty. I can’t identify the author, but in my counseling immersion days in the 1960s, I remember a piece of research in which students with special natural characteristics of empathy and compassion were identified and selected and briefly trained to provide therapy for other students—and they performed as adequately as highly trained counselors. So instead of spending your limited time providing counseling for one student at a time, why not secure work study funds to support 10 counselor aides for every full-time counselor, train them in credit courses taught by professional counselors, and have them supervised by professional counselors as they extend the value of “counseling” to larger numbers of students?

- Considering advising and counseling—I would not pit the two as separate functions. “Advising is the second most important function in the institution. It occurs for every student, every term, as a prelude to the most important function in the institution, which is instruction in the classroom.” Those sentences come from a 1972 article on academic advising in the community college that has been recognized by NACADA as one of two all-time classic articles on advising in higher education. The model of academic advising in the article has been adopted by ACT and numerous community colleges as the framework for their academic advising programs. The value of the model is that it approaches advising from a student development perspective, suggesting that students all need to experience a series of steps beginning with: Exploration of Life Goals, Exploration of Career Goals, Program Choice, Course Choice, and Registration. The skills needed by college personnel to assist students through each of these steps are listed and provide a matrix for assigning responsibility. The model needs updating to recognize the very important role technology can play in this process. A great deal of the content of academic advising can now be conveyed through technology rather than through one-on-one advising. If you leave academic advising to the faculty, you will never celebrate the academic advising program at your college. Counselors must orchestrate this second most important function in the college if academic advising is to fulfill its promise for the students and for the faculty (“An Academic Advising Model,” *Junior College Journal*, March 1972).
- And again, I want to recommend that you give serious consideration to using the student development curriculum as a venue to convey your services to students. You have a start with Student Success courses, learning communities, and first-year experiences—it is a brief leap from here to creating one core course in student development that incorporates all the primary services you wish to provide: orientation, advising, counseling, career development, registration, student activities, values clarification, personal development, community service, etc. This is a core course that combines the utility of services with the transcendent goals of student development. The advantage of such an approach is that you involve more (if not all new) students in a structured learning environment; your services are calculated into course credit to the advantage of the student and the funding formula; and you gain credibility and visibility as a teacher along with your colleagues in instruction. There are some outstanding models in the literature for this approach you may want to consider as you continue to struggle with how to embed counseling as one of your greatest contributions as student development professionals.

Before I close, I want to make a final observation about learning-centered education. As a profession we have moved through a series of terms that express our commitment to students: client-centered, student-centered, customer-centered, and learner-centered. We have taken great pride in our focus on the student, beginning with the original 1937 statement, “The Student Personnel Point of View.” We need to maintain our student-centered philosophy for our future vitality, but we also need to expand that philosophy to include a “learning-centered point of view” if we are to redefine our legacy to reflect current values and directions. In short, we need to be both learner-centered and learning-centered; they are complementary concepts, but they are not the same thing.

I want to congratulate NCSDE and the authors of these reports that form the 2004 statement on “Toward the Future Vitality of Student Development: Redefining the Legacy.” You have done good work; the profession is in good hands.

The Online Career Center

Frederick Community College (MD)

LORRAINE FOX DODSON

MARCIA DEAN

As we seek innovative and creative solutions to address change in higher education, the need to provide alternate delivery formats for student services has become imperative, especially in meeting the needs of distance education students. As Higher Education provides more online courses to meet the academic needs of distance education students, Student Affairs is challenged to provide these students with student services. The Career Center at Frederick Community College (FCC) has responded to this challenge by creating an Online Career Center.

This online resource utilizes a differential approach to career development that focuses on matching student traits such as values, skills, interests, and personality to educational and occupational factors that fit those traits. By creating a combination of interactive modules and links based on a five-step career process, career activities were created to take students through self-awareness, career exploration, decision-making, preparation, and transition. The end result is that distance education students are afforded the same or similar opportunities to work through the career process and develop a career plan as their on-campus counterparts. Although this program began as a distance education initiative, it has become a beneficial resource for all students as well as the campus and business community.

The Online Career Center is available twenty-four hours a day, seven days a week. It is accessible from computers located across campus as well as home computers of students and alumni. Computers in the Career and Transfer (CAT) Center are designated for student use and have the website up and running at all times. Handouts on how to register, log in, and search the site are located in adjacent information racks.

Services provided on the Online Career Center include: taking a career assessment to help determine career goals; viewing career tutorials on *How to Write a Resume* or *How to Select a College Major*; looking up career information utilizing links to career resources; having a career question answered through "Ask a Counselor"; posting a resume and searching for current job openings listed by local and regional employers.

Students and alumni can also access the Career Center's calendar for upcoming events such as the *Careers in Teaching Information/Advising Session* or *On-Campus Recruitment* visits by employers. In addition the site has a Career Center Overview and FAQs to help students learn more about navigating the site.

To best understand the functions and capabilities of the Online Career Center, we invite you to check out the site at www.frederick.edu.

In conclusion, FCC's mission is to prepare students "to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning." The Online Career Center supports this mission by providing student services in a high quality, innovative and easily accessible format. As we strive to become a Learning College and provide students the opportunity to become full partners in their education, the Online Career Center allows all of our students, both distance education and on-campus, to assess their needs, to research resources, and to develop and implement their own career action plans.

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Hate Hurts: Combating Hate Crimes and Bias Incidents on College Campuses

Portland Community College (OR)

CAMI BISHOP

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AMANDA ELLERTSON

Every year more than half a million college students are targets of bias-driven slurs or physical assaults. Every day at least one hate crime occurs on a college campus. Every minute a college student somewhere sees or hears racist, sexist, homophobic or otherwise biased words or images (statistics compiled by the Southern Poverty Law Center). Community colleges are not immune. At Portland Community College (PCC), a group of committed staff and faculty created a Hate Crimes Task Force to address hate and bias on campus. Through training, education, and direct services, PCC works to create inclusive campus communities that tackle this issue directly.

Through partnerships with the Southern Poverty Law Center, the Association of College Unions International, and the Anti-Defamation League, an intensive training program on the subject has been instituted for the district. Since spring 2003, over 60 faculty, staff, students, and administrators participated in the "Stop the Hate, Train the Trainer" program (stophate.org). This intensive training provides educators with information about hate crime laws, victim support, ally creation, the attraction of hate, and consequences of hate and bias activity. Trained personnel and students took action after the training, which resulted in over 60 workshops and presentations given to campus groups and community organizations.

The Hate Crimes Task Force also implemented a reporting system so that the college can track bias-motivated activity. The reporting system is an online tool that allows students, faculty, and staff to report hate crimes and bias incidents to Public Safety. College personnel employ information gathered through the PCC Hate Crime reporting system to respond appropriately to acts of hate or crimes.

Finally, the task force has been instrumental in creating proactive events and programs that address hate and prejudice. The task force planned and facilitated a conference on the topic for 250 individuals. A series of speakers and programs have been brought to campus in order to personalize the issue. Nationally known speakers like Judy Shepard, as well as local activists, present their stories on campus to our community.

Portland Community College is a member of the Coalition Against Hate Crimes and is seen as a leader in the community on this issue. The institution shares its resources with the community and encourages outside groups and organizations to attend special events. Community organizations collaborate with PCC to enhance special projects and events.

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NHMCCD Online Student Services

North Harris Montgomery Community College District (TX)

LINDA BILIDES

The North Harris Montgomery Community College District consists of five colleges and seven satellite centers. While each campus may have its own unique method of serving students, the district strives for consistency in delivering student services that adhere to the same state guidelines, curriculum requirements, and district policy. In a college district that covers 1,400 square miles and employs 1,100 full-time student services personnel, the Internet is the one common location where a unified set of instructions and reference tools can be located.

The need for a comprehensive student services website originated in the Distance Learning department of NHMCCD. Our goal was to compensate for the sparse and inconsistent student services content on our various college websites and provide student services information that would be applicable to the entire district.

The initial area of need was a district-wide orientation that could be accessed via the Internet. The process of collaborating with representatives from all colleges to develop a district-wide online orientation taught us the following, which eventually led to a comprehensive Student Services website:

- need for regular communication with our colleagues to review and revise our policies and procedures
- need to provide consistent information to all our students
- need for advisor/student/parent/faculty access to as many advising tools as possible
- ability to revise online tools as necessary by making change in one place—replaces challenges of updating/distributing multiple paper versions
- ability to advocate student ownership of policy when students are referred to official, online versions rather than misunderstanding what's been heard
- improved culture of student online inquiry in order to “self-start” various processes

Today, the NHMCCD Online Student Services is a virtual replication of the “Advising Manual,” with the capability of instant updating and distribution. When the emphasis of Internet information was transformed from a supplementary to primary source of reference, the NHMCCD Online Student Services site evolved to be the informational starting point for students, staff, and parents from all our college campuses and is utilized for both traditional and distance learning advisement. Feedback from students and staff has been so positive that we are envisioning future capabilities.

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College Readiness: Early Assessment and Intervention

The Community College of Baltimore County (MD)

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The Community College of Baltimore County (CCBC) places student learning first by responding to the gap between students meeting minimum high school graduation requirements and college level standards and by developing a partnership with the college's local school system that assists high school students to develop college readiness skills while they are still in high school. On campus, the partnership is an extensive collaborative effort among student services practitioners, faculty and academic administrators, with the goal of improving the college readiness of participating students and increasing the college attendance rates of participating high schools.

The main strategy of the College Readiness Program is the intentional use of the college campus to familiarize students with higher education, to motivate them to develop their skills, and to raise student aspirations for college. The program is comprised of two major components: early assessment and early intervention. For the assessment component, CCBC brings high school sophomores and juniors to the college for a half-day program that consists of a college information program; administration of the college placement test, The College Board's Accuplacer system; a tour of campus; and lunch. Accuplacer test results are used to provide students with information about their progression toward college-level skills development, to advise them about future course selections, to develop enrichment plans, and to encourage enrollment in CCBC's Parallel Enrollment Program (PEP). Since 1999, CCBC's College Readiness Program has assessed almost 3,000 Baltimore County Public School (BCPS) students with Accuplacer. This past year, 920 BCPS students were assessed in 17 of the 25 BCPS high schools.

In 2004, the Community College of Baltimore County and the participating high schools developed a number of interventions designed to assist students to develop skills necessary for success in college, including an English Curriculum Alignment Project, Parallel Enrollment, and a Career Day. The Curriculum Alignment Project consists of English department chairpersons from the school system's middle and high schools and college English faculty working as a vertical team to develop a one-credit "College Readiness Writing" course that will be offered in the high school curriculum and professional development sessions for English teachers on "best writing and language practices." In CCBC's Parallel Enrollment Program, high school juniors and seniors are released from their schools in the afternoon to enroll in college courses, as a means to use the junior and senior years as a bridge to higher education. In 2004,

over 1,000 BCPS students enrolled in courses at CCBC. In terms of performance, the high school PEP students experienced greater success in their courses than college students in general. High school PEP students achieved higher grade point averages (GPA) than regularly enrolled college students. For example, in spring 2003, the average PEP GPA was 3.169, compared to an average of 2.770 for students in general. Career Days are junior year interventions to assist students to develop career readiness skills.

Results of the program are promising. One low-achieving school in the system emerged as a model with a number of best practices and reported that of the cohort of students assessed in the tenth grade, 33 percent were assessed as college ready in English, yet by graduation, 60 percent were college ready. In Reading, 39 percent were assessed as college ready as sophomores, yet 59 percent were college ready by the end of their senior year. Additionally, students increased their college-going rate from 39 percent to 58 percent, and the testing cohort class increased their average mean SAT scores 145 points over the mean score of the preceding class, from 890 to 1,035.

The College Readiness Program has been identified by the State of Maryland's K-16 Task Force as a model program for the state.

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Creating an Enrollment Center Based on Beliefs Concerning Students

Piedmont Technical College, Greenwood (SC)

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As Piedmont Technical College expanded onto seven campuses and enrollment neared the 5,000 mark, the need to “overhaul” intake and advising processes became obvious. No longer could students receive personalized, customer-oriented services in the old way. After two years of planning and implementing by campus-wide teams, and the creation of a carefully developed List of Beliefs Concerning Student Intake and Support Processes, the Enrollment Center was born, providing a comprehensive system of academic advisement, with new students as the real beneficiaries.

The old system of academic advisement lacked leadership, organization, and a unified philosophy. Students in most divisions did not have assigned advisors and were often advised by a different faculty member each term. Many faculty advisors were comfortable with this system, believing they were “serving” the students because no matter when a student needed to see an advisor, “someone” would be available. Some were equating advising with course scheduling.

Intake processes had also become inefficient. Students told their story first to an admissions counselor, then later to a retention counselor following the placement test, and a *third time* to an academic advisor in a rushed registration process two days before classes started. The intake process and the academic advising process no longer served students according to our firm beliefs; and with those as our guide, the new Enrollment Center was created.

Through a lengthy process of in-service training and one-on-one, heart-to-heart conversations, the faculty bought into a system of assigned academic advisors. This breakthrough opened the door for developing a vision for a centralized advising system for new students with these key features:

- early connection with an advisor
- one location for all services
- a single-visit option for students who want it
- earlier registration and financial aid processing

The Enrollment Center has become a place where new students can apply for admission; receive financial aid information; schedule and take the placement test; receive immediate test results; discuss career goals and lifestyle commitments; map out an academic plan; schedule and register for classes; receive a schedule and bill; learn how to use Campus Pipeline (the intranet); meet a student orientation leader;

view online orientation; and begin a campus tour. They also learn who their permanent academic advisor is and what their own roles are in the advisement process. Heavy emphasis on retaining first-term students by front-loading the attention and services they receive at intake is paying off.

Since opening in June 2003, the Enrollment Center has served some 2,600 students. That year the fall to spring retention rate of first-time students advised in the Center was 3 percent higher than that of incoming freshmen the previous year. Of the students who completed satisfaction surveys rating Enrollment Center services, 77 percent rated their experience as Very Satisfactory.

Could this program be duplicated at other colleges? Absolutely! However, realize that a major transformation takes time, vision, and dedication. Do not sprint to your goal; consider it a cross-country run with hills to climb and pain to endure. Be patient, stay focused, and always run with a team—your students will reap the rewards.

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The Student Medallion Leadership Institute

Pima Community College (AZ)

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Pima Community College's East Campus developed the Student Medallion Leadership Institute in school year 2000–2001, in response to the student government request for leadership development and service learning opportunities. The Institute not only developed a leadership curriculum with a service learning component but also created a learner-centered effort with projects that emphasize employability skills. The Institute received two internal grants in subsequent years to establish and maintain the program.

Unfortunately, research on student leadership programs across the country indicates that many are isolated (from other areas within the college), few offer credit courses, and community college graduates can transfer credits but not experiential leadership activities. There is however, positive, powerful, and substantial research, which posits a high correlation between students who are involved in campus leadership activities and higher satisfaction with the college experience. Pima created the Institute to provide a holistic student leadership program based on student needs, best practices in the country, and learning principles.

ORGANIZATION

To earn a medallion, the student must earn 2,250 points from classroom and other experiences. Students are required to register for two courses: “Dynamics of Leadership” (STU 230) and “Student Leadership for Student Involvement” (STU 240). Both courses can be transferred to the University of Arizona as six elective credits. They must also choose from a list of campus activities and service learning projects to participate in.

IMPACT ON LEARNERS

Required coursework aids students in their understanding of teamwork, values, leadership skills, diversity appreciation, civics, and service learning. The students transferring to the University of Arizona can continue service learning and leadership development in the prestigious Blue Chip Leadership program as juniors. Many students praise the Medallion program for getting them into internships that later led to jobs at the same organization, domestic and foreign student travel opportunities, and clarification of career goals, along with helping them to develop a student leader campus cohort group.

ADVICE TO OTHERS

The Student Medallion Leadership Institute requires many hours of collaboration. The STU 230 course is modeled on the Phi Theta Kappa (PTK) leadership program, and collaboration with PTK led to the certification of STU 230 faculty. Collaboration with local businesses and nonprofit organizations is also an important element for those wishing to replicate this effort. It is essential for a college to have a strong student life office, which offers a diverse calendar of events where students can further hone project management skills. Finally, assessment is essential to this program and collaboration with the Institutional Research Office is key to a successful program.

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Work-Study Job Readiness Training

Prince George's Community College (MD)

MARGARET TAIBI

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Prince George's Community College is dedicated to improving the integration of students' intellectual and social development into the learning process. The Federal Work-Study (FWS) program at Prince George's Community College provides eligible students the opportunity to acquire flexible part-time employment to earn money to meet their educational and personal expenses.

When the program originally began, many students did not know basic office operations and business etiquette. This situation caused a number of problems, resulting in complaints about student job performance in 20 percent of the placements. Recognizing that some training was needed prior to the students being employed, the Financial Aid staff approached the Career/Job Services staff with a request to develop a Job Readiness Training program. This training would better prepare students for their work-study jobs. The result was a unique three-hour training program that would increase the successful placement and retention of work-study students in campus positions.

The objectives of the FWS Job Readiness Training are as follows:

- to orient students to the college and to their role as the first point of contact to those persons requesting services either in person or via telephone or the web;
- to discuss students' roles and responsibilities as well as job expectations;
- to assist students in identifying their work-related skills and locating on-campus assignments where their skills can best be utilized;
- to provide basic job skills training; and
- to meet the educational and financial needs of the students, enabling them to perform better and therefore increase their employability in the future through the recommendations and references they receive from their supervisors.

The Financial Aid office awards work-study funds, monitors students' earnings, maintains records related to administration of the program to ensure compliance with federal regulations, and informs students of the requirement to complete the Job Readiness program prior to placement. The Career/Job Services office provides job search and job readiness assistance, manages information about position openings, and works with students and supervisors to resolve any difficulties that occur on the job.

The Federal Work-Study program has been very successful here at Prince George's Community College. The Job Readiness Training has been a valuable part of the work-study program for over four years now, having trained approximately 300 new work-study students since its conception. Complaints from work-study supervisors have dropped from 20 percent to zero. The results of the program have improved the quality of student experiences and growth in their preparation for full-time employment.

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Walking the Walk of Diversity Annual Conference

Richland Community College (IL)

SHERYL BLAHNIK

MARCUS BROWN

JANE JOHNSON

Richland Community College's "Walking the Walk of Diversity" conference was developed to demonstrate the college's commitment to diversity, one of its core values. This value seeks to promote diversity among faculty and staff; to provide educational experiences that integrate diversity topics in the classroom; to provide educational opportunities that promote a greater appreciation of diversity among students, faculty, and staff; to promote the importance of diversity throughout the college district; and to promote diversity among higher education institutions. Representatives from higher education, business, industry, and social service organizations are invited to participate. The first one-day conference was held in June 2001. The fifth annual conference is scheduled for June 10, 2005. The conference includes pre-conference sessions the day before, along with an evening reception open to the community to honor the conference speakers.

The first conference, "Taking the Road Less Traveled: Walking the Walk of Diversity," included twelve sessions presented by faculty and staff from Illinois community colleges. These sessions focused on employment practices, classroom strategies, challenges in recruitment and hiring minority faculty, student retention, student services and activities, religious diversity, learning theory through multicultural eyes, and preparing and hiring a diverse workforce. The featured keynote speaker was Dr. Freeman Hrabowski, President of University of Maryland–Baltimore County. Mr. Jesse Price, Executive Director of Community Development, Partnerships, and Diversity and Affirmative Action Officer at Millikin University, was the luncheon speaker. One hundred twenty-six participants attended.

The 2002 conference, "Leaving Footprints: Walking the Walk of Diversity," was expanded from the first year to include participants from four-year universities. The second conference featured sessions from community colleges, a consulting firm, and four-year universities. The keynote speaker was Mr. Joe Clark, the former high school principal who was the subject of the Warner Brothers film *Lean On Me*. He is currently working in corrections as Director of the Essex County (NJ) Detention Center. The luncheon speaker was Macon County Sheriff Roger Walker, the first African-American sheriff elected in Illinois. One hundred forty participants attended.

The 2003 conference, "Walking the Walk of Diversity: Blazing the Trail from the Campus to the Workplace," provided a global perspective of diversity and the importance of the connection between education and business and industry. Individuals representing community colleges, Illinois universities, community

agencies, and business and industry presented fifteen conference sessions. A panel of individuals from corporate America talked about the value of having a diverse workforce, and their initiatives to promote diversity within their companies. Mr. Julian Bond, Chairman of the Board of Directors of the National Association for the Advancement of Colored People (NAACP), was the keynote speaker and Dr. Jeanelle Norman, retired Richland English professor and current President of the local branch of the NAACP, was the luncheon speaker. One hundred eighty-four participants attended from five states.

The 2004 conference, “Walking the Walk of Diversity: The Journey Continues—New Challenges, New Opportunities,” included two pre-conference sessions and eight concurrent sessions presented by individuals from community colleges, universities, and human services organizations. A highlight of the 2004 conference was a panel titled “Ready, Set, Diverse: From the Cradle to the Boardroom,” with panelists from early childhood education, high school, and business and industry. The panel addressed the need to educate children to be diversity-conscious. The keynote speaker was Dr. Samuel Betances, consultant with Souder, Betances, & Associates, Inc., and Professor Emeritus at the University of Wisconsin–Milwaukee. The luncheon speaker was Dr. Fannie Brown from Coming Together USA. One hundred fifty-six participants attended from four states.

Richland Community College is dedicated to actualizing its commitment to diversity. The sponsorship of this annual conference is the culmination of several years of work to solidify RCC’s commitment to diversity.

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