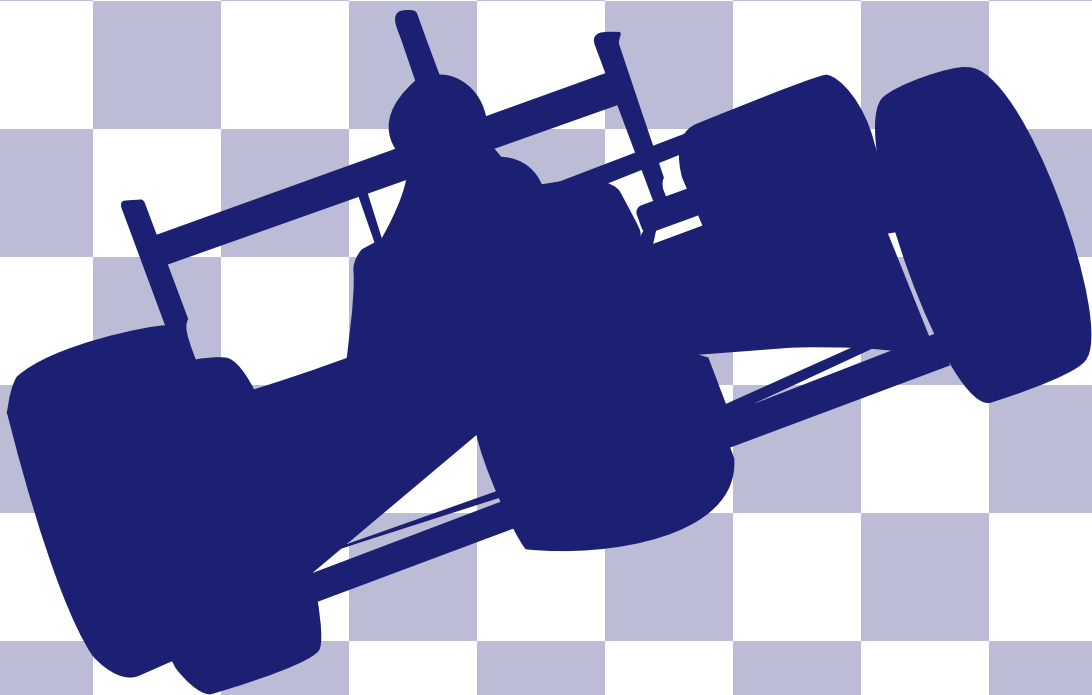


The NCSD 500

WINNING THE RACE

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

Indianapolis, Indiana
October 30–November 1, 2005



Edited by

Faye E. Fullerton & Tyjaun A. Lee

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

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Acknowledgements

FAYE E. FULLERTON

Lincoln Land Community College (IL)
Public Relations Coordinator, NCSD

The National Council on Student Development (NCSD) experienced true Hoosier Hospitality during its seventh national conference, held in Indianapolis from October 30 through November 1, 2005. A total of 161 attendees were enlightened, stimulated, entertained, and invigorated during the conference's three days, a success that could not have been accomplished without the frontline and behind-the-scenes work of many.

Thank you to our conference hosts, the Regional Student Affairs Officers of Ivy Tech Community College of Indiana and the Marriott Indianapolis Downtown, for providing a welcoming atmosphere for the attendees.

An additional thank you must go to our featured speakers: to President Gerald Lamkin of Ivy Tech Community College of Indiana, who welcomed us to the first plenary session; to Michael McCall, chair of the Board of the American Association of Community Colleges and president of the Kentucky Technical and Community College system, who provided his insights as our opening keynote speaker; and to the panelists for our closing session: Gwen Dungy, executive director of the National Association of Student Personnel Administrators; Greg Roberts, executive director of the American College Personnel Association; and Dick Robertson, vice president of Student Services at MiraCosta College (CA).

Our sincere gratitude is extended to our corporate sponsors, without whom the NCSD conference could not continue to grow: League for Innovation in the Community College, The Phi Theta Kappa Honor Society, Sungard SCT Higher Education, Campus Works Inc., Walt Disney World College Program, World Education Services Inc., and Noel-Levitz.

We especially want to thank ACT, whose ongoing generous support has allowed the printing of this and previous monographs to maintain a record of conference proceedings.

Thank you to our colleagues from NCSD Region 5, including the Illinois Community College Chief Student Service Officers (ICCCSSO), Indiana, Ohio, and Wisconsin, who financially supported one of the conference breaks.

Obviously, such a conference cannot take place without the presenters and facilitators for breakout sessions. Thank you to each of them for their quality of work, and to members of the NCSD Board who juried the sessions for the Terry O'Banion Shared Journey Award. Thank you also to the authors who submitted material for this monograph, above and beyond their actual presentations. Thank you to Darla Cochran, assistant to the vice president, Lincoln Land Community College (IL), for her diligent work reviewing and formatting this monograph.

The “midwife” behind this conference’s success is Deborah Garrett, dean of Student Affairs at Ivy Tech Community College of Indiana–Southwest and president of NCSD. Deb kept plans on track, dealt with last-minute crises, and maintained her serenity throughout. We thank her for her dedication.

Finally, the backbone of NCSD—the National Office—must be recognized. Kudos and thanks to Debra Bragg, executive director, who always goes above and beyond her duties to enhance the quality of NCSD’s programs. Similarly, we thank Doug Gardner, assistant director during 2004–05, Julia Panke Makela, assistant director as of July 2005, and Linda Iliff, administrative assistant, for all their supportive work from registration to AV support to photography. Due to you, we enjoyed a well-run and effective (not to mention enjoyable!) seventh annual conference.

Conference Overview

FAYE E. FULLERTON

Lincoln Land Community College (IL)

TYJAUN A. LEE

Tidewater Community College (VA)

The National Council on Student Development held its seventh annual conference at the Marriott Indianapolis Downtown in Indianapolis, Indiana, from October 30 through November 1, 2005. Indy has been called the “Racing Capital of the World,” so it was only right that the 2005 conference theme was “The NCSD 500: Winning the Race.”

Racing becomes an even more appropriate metaphor when one considers the increasing pace of changes—changes in student and parent demands, changes in resources, changes in societal and governmental expectations, changes in technology, changes in the global environment—that we and our colleagues face in today’s community colleges. Where does one begin to address this rapid evolution?

After a warm welcome by Ivy Tech Community College of Indiana’s president, Gerald Lamkin, the conference heard comments by Michael B. McCall, chair of the Board of the American Association of Community Colleges and president of the Kentucky Technical and Community College System. Dr. McCall discussed his views of the rapidly changing environments faced by community colleges, including but not limited to changing technology, a growing leadership gap in community colleges, increasing demands for institutional effectiveness and accountability, and the ever-expanding demand for economic and workforce development. Dr. McCall’s address appears in its entirety in this monograph.

This keynote set the tone for the other conference presentations, which spotlighted creative ways that community colleges across the nation are meeting these challenges. Several sessions focused on innovative programs to reach underprepared or otherwise at-risk students. For example, Broward Community College (FL) has developed a First Year Experience program specifically for “first time in college” students to reach out to those not “fluent” in college culture. The program is strongly founded upon data and employs constant review and retooling as student needs change. William Rainey Harper College (IL) implemented the PASS program, aimed toward students diagnosed with learning disabilities and/or attention deficit disorder. Hinds Community College (MS) developed the Transitional Student Program following a regional accreditation review and other institutional research. This program aims to improve institutional effectiveness with those students who are particularly at-risk academically by establishing a much more prescribed regimen of academic support. Glendale Community College (AZ) has seen success with its ACE (Achieving a College Education) Plus Program, a scholarship-based early outreach and college preparation program designed to ease the transition to college for students who are academically at-risk, financially at-risk, and/or first generation college students.

Other sessions described ways to equip staff (whether professional staff or student employees) with the information and skills they need to meet the changing demands of their jobs. Richland Community College (IL) shared “Lighten Up!” a staff development program to enhance customer service skills in an effective and enjoyable way. Phoenix College (AZ) has implemented the Student Services Institute, an intensive series of workshops to bring the nexus of student development theory and real-life practice to college staffs who do not have the benefit of graduate degrees. Three Rivers Community College (CT) offers a different slant on staff development, the Peer Mentor Lecture and Practicum Course, whereby students are trained to be peer mentors while also earning college credit.

Some presenters described broader shifts at their institutions. Chattahoochee Technical College (GA) faced burgeoning enrollments and the consequent demand on limited resources. Their Admissions, Counseling, Career Exploration for Student Success (ACCESS) program allowed them not only to serve more students but to do so more effectively. Cuyahoga Community College (OH) participates in the Youth Technology Academy (YTA), a program that allows students to prepare for high-tech jobs and earn college credit while still in high school. GateWay Community College (AZ) revamped its financial aid system, using technology, cross-functional employees, and streamlined processes to deliver money management and financial life skills to its students. Sinclair Community College (OH) received the Terry O’Banion Shared Journey First Place Award for its Institutional Planning for Student Success program, which shifted the target from student retention to student success. After abolishing late registration and establishing a comprehensive intervention system for at-risk students, Sinclair saw increased persistence and success rates.

Further descriptions of each of these programs, along with contact information, appear later in this monograph.

To cap off the 2005 conference (after a delightful Halloween evening banquet the previous evening), the conference closed with a panel discussion on “College Leadership and the Role of Student Development in Community Colleges,” facilitated by Debra Bragg, NCSO executive director. Members of the panel constituted a Who’s Who in the world of Student Services: Gwen Dundy, executive director of the National Association of Student Personnel Administrators (NASPA), Greg Roberts, executive director of The American College Personnel Association, and, representing NCSO, Dick Robertson, vice president of Student Services at MiraCosta College (CA).

Participants left the 2005 NCSO National Conference with a better understanding of the challenges we all face and with inspiration and concrete ideas to address these challenges. We look forward to the 2006 NCSO National Conference in Tacoma, Washington, to share our victories.

Opening Plenary: Revitalizing Student Development

Keynote Speaker

MICHAEL B. MCCALL

Chair of AACC Board and President of
Kentucky Technical and Community College System

It is a privilege and honor to represent the American Association of Community Colleges at this annual conference. As Board Chair of AACC, I value and respect the work of our affiliate Councils, particularly the National Council on Student Development, and I am committed to serving as an advocate for additional linkages between your council and our national agenda.

As you know, the National Council on Student Development is the only organization solely dedicated to serving the needs of student development professionals in the community college. You provide invaluable knowledge, expertise, and professional development resources with colleagues nationwide.

Your conference theme—“Revitalizing Student Development: Winning the Race”—is especially appropriate as our colleges seek to respond to rapidly changing environments. My vision as AACC Board Chair is to help colleges address those changing environments.

During my tenure as Board Chair, I chose my leadership focus as **advocacy** so that we can assist our colleges in achieving their missions. I am here to share my experiences at the national and state level and to encourage you to continue your professional journey in community college leadership. Let me begin by briefly describing twelve “hot issues” identified at the national level affecting community colleges today which represent the agenda items that the AACC board has established for action.

The scope and intensity of the specific issues may vary by state or region, but I believe they include a cross-section of the important issues.

1. *Economic and Workforce Development*—Providing qualified employees to meet the demands of the fast changing workplace is a central role for community colleges. Community colleges must be committed to helping local communities keep pace with economic changes and provide benefits for both workers and businesses.
2. *Homeland Security*—Community colleges represent the largest, fastest growing sector of higher education, currently educating the majority of the nation’s “first-responders.” Community colleges are rapidly establishing or expanding programs to prepare professionals in related homeland security fields.
3. *Technology*—As I mentioned previously, technology is an integral part of our lives and our economy. This is also true in the realm of education. We must embrace and grow e-learning opportunities for our students and businesses, and utilize new technologies such as visualization techniques.

Community colleges need to be on the cutting edge of technology so that they can utilize this technology in their teaching pedagogies and act as a critical community resource in training and retraining workers to use the newest technologies.

4. *Student Development*—Helping students to become informed citizens and healthier individuals is of great importance to the field of education and specifically community colleges. Community colleges also recognize the importance of civic responsibility and service learning in helping students to become their best.
5. *Teaching and Learning*—What should students learn and how should they learn it? How can we help an instructor to become a “coach and mentor” who challenges and supports a student to excel? These are questions that continue to surface in education and have long inspired educators to continuously improve and update both course content and pedagogy.
6. *Institutional Development*—Explore your college’s institutional effectiveness. We need to do a better job at collecting, analyzing, and using meaningful data. Community colleges have historically been very good at telling powerful anecdotal success stories, but we must also be able to combine these anecdotes with powerful data. Institutional development should also include a commitment to serious strategic planning and the alignment of resources, as well as enhanced decision making.
7. *Community Building*—Building communities has been a source of inspiration for faculty, staff, and trustees at community colleges. In addition to the obvious roles for community colleges in education and workforce training, we also play numerous other critical roles—conveners, collaborators, connectors, intermediaries, and catalysts for change—just to name a few. We have a tremendous opportunity to provide broad leadership in our communities!
8. *Inclusiveness*—Community colleges provide access to a wide spectrum of quality educational opportunities and life experiences. The colleges value diversity as an enhancement of those experiences—in their classrooms, administrative offices, and board rooms.
9. *Global Awareness*—Living in a global system, community colleges have a responsibility to prepare students to live and work in a global setting. They also have the opportunity and responsibility to proactively help communities participate in the creation of this global society.
10. *Credentialing*—In today’s “knowledge economy,” community colleges provide sought after new skills and academic credentials. Community colleges must continually update and expand all types of credentials—certificates, diplomas, and degrees—in order to meet the changing needs of employers and employees. In Kentucky, for example, where we focus on being a “demand driven” system, our fastest growing credentials are certificates.

11. *Leadership*—Community colleges are facing an impending leadership crisis. College presidents, senior administrators, and faculty leaders have been retiring at an alarming rate, and it will only get worse over the next decade as baby boomers enter retirement. We must design ambitious strategies to develop new leaders and do some serious succession planning.
12. *Nursing shortages*—Associate degree nurses (ADNs) educated at community colleges play an essential role in meeting nurse staffing needs. Associate degree nurse graduates are the largest component of the pipeline of nursing professionals in the U.S. They account for 60 percent of all new registered nurses (RNs). In 2000, 42,665 people received ADN degrees.

While we face many challenges, two-year colleges across this nation are developing innovative ways to meet student needs and support teaching and learning for all learners. Whereas all of these issues are relevant to some degree to all student development personnel, I am going to expand on Student Development and Technology, and Leadership.

Student Development and Technology (Learning College)

The world of education is changing more rapidly than many of us could have anticipated. These changes may seem overwhelming, but we can't let that stop us. We must address these issues because they certainly will have a significant impact on the Student Affairs professional—both as leader and as practitioner.

Consider the increasing competition community colleges face from private-sector training providers—not just in our states but worldwide. In order to thrive, we must provide learning opportunities marked by adaptability, which is the single most attractive attribute of our competition's product—not necessarily quality but convenience.

Today's and tomorrow's learners demand highly flexible learning experiences defined by substantial competency-based outcomes. If we don't provide it, their desire for convenience will be met by the private sector in a variety of ways. As our economy moves progressively global, the community college should serve as the primary provider of high-level, high-demand skills.

We can, and should, offer our students a gateway to high-wage jobs, skill certification, baccalaureate degrees, and life-long learning.

The most obvious change comes in the form of technology; and it is technology which offers the greatest opportunity for us to meet the demand for flexible services. The implementation of technology is no longer optional. The typical college age student was born on the cusp of the 21st century—post-disco, after 1987, near the inception of the World Wide Web.

These learners expect services which mimic the rapid response of the internet. Their daily activity is couched in technology multi-tasking in the palm of their hand: instant messaging, “googling,” online library searches, sharing visual images, and of course, synchronous voice interaction.

Remember the days when a staff member had to manually enter every course grade? Remember when the phone would ring incessantly and you were not able to identify the caller before you chose to pick it up? How did we communicate before email—not just with students, but with our colleagues in the same office?

How about the process needed for getting and evaluating a transcript from another institution? Can you remember what it was like in the days before students had “self-serve” access to their personal records? Ahhh, those arena registrations and long lines, where did they go when we started online registration!

And, the stacks and stacks of student record files. Do you miss it? Technology has not only affected our daily tasks at the admissions window. It has helped to blur the lines between student responsibility and the responsibility of student services personnel. There was a time when we took great pride in holding each student by the hand as they navigated the college process. We still need to hold their hands, but we also realize there are more effective means for assisting learners.

As defined in the Learning College by Terry O’Banion, we emphasize “facilitating” or “guiding” learners through their experiences. Our role has changed from doting parent to concerned learning partner. Learners are expected to take an active role in defining their learning goals.

Student services personnel, as educators, are actively engaged in this learning process. We now accept that a significant portion of “learning” at the community college happens beyond the formal faculty-student classroom relationship.

This change in our professional relationship with the student harkens a change in our relationship with other college personnel—most notably between “student services” and “academic affairs” or, more commonly, the age-old difference between “staff” and “faculty.”

In fact, we are all learning facilitators and it behooves us to respect one another as such. The lines between student affairs and academic affairs have blurred almost beyond recognition.

So, too, have the delineations been lessening between high school and college, and between college and the workplace. One need only look at the increase in dual enrollment figures nationally to know that the point at which a student moves from secondary to postsecondary education is no longer definitive.

The purpose for emphasizing competency-based learning stems from the Learning College principle of acknowledging each learner’s achievement at the point of mastery, not at an arbitrary date (i.e., 4 years of high school). Aligning the curriculum, student services, and early academic assessment are all part of enabling learners to transition from secondary to postsecondary learning when they are ready.

The importance of this initiative is supported by many constituencies. One notable and highly recognized effort is The Gates Foundation. The Foundation is making good progress toward achieving their goal of establishing 150 Early College high schools by 2008. Many of you work at institutions engaged in these kinds of programs—if not now, you will be. Our institutions are working hard to think beyond the past—to create opportunities for **all** students to achieve.

We understand that all educational institutions have a stake in students becoming college- and workforce-ready. We used to think of high school as the training ground for **either** college or work.

In fact, we had specific tracks, and curriculum, designed to help students achieve their goals for the future. However, in this 21st Century, data from employers and colleges demonstrate a glaring similarity in the skills needed to be successful at each. The American Diploma Project, which included participation by colleges, universities, and employers from five states, demonstrated conclusively that the skills required for quality jobs are the same as those required for success in postsecondary education.

Leadership Gap

Now, what about the Leadership Gap? According to AACC research, within the last year, close to 100 new, first-time CEOs were announced. Turnover in the ranks of senior community college administrators has been higher still, with over 550 administrators stepping into senior level positions. These figures only begin to portray the growing demand for new community college leaders.

The next generation of leaders in our colleges will need some traditional skills but will also face new demands. The emphasis on teamwork has never been more pronounced. The need to garner funding from federal and private sources is increasing.

Familiarity with technology and the ways in which it can serve the learning process both in and out of the traditional classroom is crucial. And as our society becomes increasingly technology dependent, we must not sacrifice interpersonal communication skill development.

Perhaps the most difficult skill to learn but the one which may best define a successful community college leader is the ability to lead with vision: anticipate community and economic needs, align resources, and marshal forces to accomplish goals.

I had the honor of attending the graduation of the **NCSL Leadership Institute**. The Leadership Institute brings together experienced and up-and-coming student development professionals. I congratulate those graduates and encourage others of you to apply next year. Growing our own leaders will provide the experience and expertise we need to address the ever increasing demands made for student development professionals.

As I shared with your Leadership Institute graduates: Community colleges, like many other sectors in American life, are experiencing a leadership gap as many current leaders retire.

In addition to the NCSL Leadership Institute, AACC offers the **Future Leaders Institute** which is an innovative five-day leadership institute designed for mid-level community college leadership. Through strategic sessions and networking, the Future Leaders Institute puts participants on the pathway to senior leadership positions with a focus on professional development.

As individuals, it is important to explore options for leadership in your organization. It is also critical for each of us to identify others who demonstrate leadership potential and for us to encourage and support their participation in professional development opportunities. We need solid experience and expertise.

Council and AACC

In closing, NCSD and AACC along with all of our partners are well-positioned to respond to national issues and challenges. We have a wide array of professional tools at our disposal to adjust and adapt to an ever changing educational environment. The Learning College concepts and our Leadership Institutes are just two of those tools.

As we face these challenges, NCSD continues to step up to the plate and effectively advocate for the role student development programs play in the success of America's community college students. What you do as individuals—through your institutions and this organization—will become even more significant as we reach out to expand our advocacy for leadership development.

I urge NCSD members to continue your commitment to these conferences, the publications, research and the communication of trends, the sharing of “best practices,” and the implementation of special initiatives. Your work will assist community colleges in identifying and implementing key strategies for developing successful student programs and leaders for the future.

It may seem like our world is moving at a pace faster than ever before. And it is! So remember the words of Mario Andretti, “If things seem under control, you are just not going fast enough.”

I recognize and applaud your continued successful efforts. Thank you for allowing me to share my thoughts with you this afternoon.

Closing Plenary: College Leadership and the Role of Student Development in Community Colleges

DEBRA BRAGG
GWEN DUNGY
GREG ROBERTS
DICK ROBERTSON

Highlights of the Panel Presentation

A panel of leaders in higher education student development was convened for the closing session of the 2005 NCSD annual conference on November 1. Titled “The Role of Student Development in Community Colleges,” the panel focused on issues student development professionals will confront in the next decade and how they should be prepared to address those challenges. Questions posed to the panel were:

1. What issues stand out as most critical for community college student development professionals in the near future and over the next decade, and why are these issues so important?
2. What needs to be done to help prepare community college student development professionals to address these critical issues immediately and over the next decade?
3. What role does your professional organization play in preparing community college student development professionals to meet these needs now and in the future?

Debra Bragg, executive director of NCSD, introduced the panelists in attendance, Gwen Dungy, Gregory Roberts, and Richard Robertson, who responded to the key questions. Their responses covered a wide range of issues, including the characteristics of today’s students, student civility and social responsibility, accountability, professional preparation, leadership development, and commitment to profession.

Specifically, **Gwen Dungy**, executive director of the National Association of Student Personnel Administrators (NASPA), alerted the audience to important global and societal changes. She referred to Thomas L. Friedman’s (2005) book, *The World is Flat*, as a way to stimulate audience members to think of higher education at present and also in the future. Dr. Dungy spoke about partnerships that NASPA has formed with the American College Personnel Association (ACPA) and others to work on critical issues on behalf of student development professionals in the U.S., and she maintained her commitment to working closely with NCSD, ACPA and other organizations to ensure professionals from all sectors of the higher education community are able to secure viable professional development opportunities. Speaking primarily about current and future initiatives, Dr. Dungy reminded the audience of the historic importance of the development of community colleges,

sharing her appreciation for their unique qualities and needs. She made these points based on her experience, as Dr. Dungy has worked as a senior administrator at the County College of Morris (NJ), Montgomery College (MD), and Catonsville Community College (MD), and as a member of the faculty at St. Louis Community College (MO).

Gregory Roberts brought a wealth of experience to his comments, sharing insights based on nearly thirty years of experience working in higher education student development. He too spoke about collaborative endeavors that engaged various professional organizations representing higher education student development professions, including initiatives that involved domestic and international concerns. The ACPA website lists seventeen organizations that are considered partners on various initiatives.

Richard (Dick) Robertson is a longtime member of NCSd and contributed his extensive experience and insights to his commentary on critical issues facing community college student development professionals. Drawing on his experience as Vice President of Student Services at MiraCosta College and recent experience as president of the California Community College Chief Student Services Administrators Association in 2004–05, Dick offered a “top ten list” of concerns arising from the rapid changes taking place in community colleges and the students they are committed to serving. Dick commended NCSd for its continuing dedication to serving community college student development professionals, and he urged members of the organization to engage in the evolutionary process that is transforming the NCSd organization and its membership.

Audience questions to the panelists generated a lively discussion, and the panel presentation dismissed at noon after congratulatory praise and thanks were shared with Deborah Garrett, 2005–06 NCSd president and 2005 conference program chair.

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Institutional Planning for Student Success

Sinclair Community College (OH)

HANK DUNN

ANNA MAYS

Want to improve student success? Sinclair Community College did. As with many urban colleges, we have a large population of at-risk students who need a personalized approach to enrolling in and being successful in the college experience. After trying myriad approaches to improving retention, we eventually recognized that retention wasn't really our goal; student success was and we needed to focus our energies on making students successful.

Sinclair Community College researched various models to improve students' persistence rates, goal attainment, and success. This research and support from administration and college-wide constituencies led to the abolishment of late registration by spring 2003. This laid the foundation for the development of the Student Success Plan, a comprehensive approach to increase at-risk student persistence, success, and graduation rates.

At-risk students who participate in the Student Success Plan process have a customized, documented Individual Learning Plan (ILP) to guide their educational experience. New degree or certificate seeking students are screened after placement testing based on risk criteria (placing into two or more Developmental Studies courses, poverty level income, undecided major or working full-time). The counselor assesses the students and assists the student with understanding their results, choosing a college major or career goal, developing a plan to pay for educational expenses, identifying resources, reviewing strategies to improve learning and study skills, and registering for classes. Currently enrolled at-risk students are also referred and receive intervention services for not meeting academic and/or financial aid standards of satisfactory progress or through the Developmental Studies Early Alert component.

Program Impact

From July 2003 through June 2005, a total of 5,135 students were served, including 3,291 new ILP students and 1,844 currently enrolled at-risk students.

- ILP students consistently had higher retention rates than non-ILP students or than all first-time degree-seeking students. Quarterly since fall 2003, ILP students exceeded the average first to second-term and fall-to-fall persistence rates of all new degree students. The college average first to second quarter student persistence rates have significantly increased as a result.
- Research completed after fall quarter 2003 on the success of the new degree and certificate seeking students served by the initial quarter of the ILP process. It indicated that the ILP cohort outperformed both similar at-risk students not receiving this intervention as well as non-at-risk students. The process continued from 2003–2005 to mitigate the barriers to persistence and success. The GPA of participating students is 2.37 (mode of 3.0). Student satisfaction survey results indicated that participants felt that the ILP helped to overcome obstacles.
- Notably, for the first time in Sinclair’s tracking new student persistence data, there was no significant difference between minority (predominantly African American) and non-minority student persistence for all new full-time students fall to winter and winter to spring 2005.

The Student Success Plan’s awards for exemplary practice include NCSD and League for Innovation, Terry O’Banion Shared Journey, Educause Excellence in Information Technology Solutions, and Macromedia Higher Education Innovations.

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First Year Experience

Broward Community College–North Campus (FL)

PETER BARBATIS

FRANK KURZ

FAITH WONG

GRETA JACKSON

As a result of Broward Community College's SACS Self-Study and the recommendations of North Campus's Enrollment Management/Student Success Committee, BCC North piloted the First Year Experience (FYE) for developmental students in 2003–04. The third cohort was initiated in 2005–06. BCC North continues to track previous FYE cohorts while modifying the program. Other campuses have since introduced learning communities and the college has adopted the learning college paradigm.

FYE was designed to help First Time in College (FTIC) developmental students cope successfully with the demands of the first year experience, aid in retaining these students, and contribute to continued success with the support of a learning community. FYE emphasizes career development, success strategies and student engagement. The program was introduced by Student Affairs but its success was built on the cooperation and collaboration of Academic and Student Affairs.

BCC research indicates that the need for college preparatory coursework in English, reading and mathematics plays a significant role in determining academic achievement. It shows that students who complete all preparatory coursework enjoy success rates similar to non-prep students. Only 22% of students who test into all three prep areas complete prep requirements and only 8% of them graduate within six years. BCC students have lower success rates than state system averages. The curriculum covered by FYE emphasizes the completion of all required college preparatory courses as well as other college credit classes.

The FYE program encourages students to declare a major, become more aware of strengths, and identify challenges. Efforts are made to engage students to support services, student life activities and leadership opportunities. The combination of classroom experience, group activities and engagement to social and extracurricular activities develops a community of learners. The instructors strive to integrate instruction and activities so that students better integrate their learning. Staff members share this communal experience.

Many developmental programs focus on enhancing academic skills but ignore other issues. A more holistic approach toward freshmen with special needs is required for retention and FYE seeks to provide it. Students are recruited and selected at new

student orientations based on their placement in developmental courses. They take the Learning and Study Strategies Inventory (LASSI). LASSI assesses strengths and weaknesses in ten different areas. Staff members use this tool to focus on individual needs. Ongoing evaluation compels staff to monitor and improve those areas that improve success. The classroom is critical in creating a learning environment that fosters participation and responsibility. Students sign a Contract for Success that reinforces their responsibility in the process. It reminds them of practical tasks and regular responsibilities that they must fulfill to be successful. Research indicates that students, who have frequent contact with the faculty in and out of the classroom, are more satisfied and successful. The dedicated faculty and staff at BCC strive to fulfill their responsibility.

BCC planned its FYE with many of these considerations in mind and has been committed to studying the performance data of these students. The FYE participant sample group is compared with the non-participant control group in performance and success measures. Data indicate that the FYE sample group generally measures higher in grade point average, hours attempted and completed, and completion rates than the non-participant control group. They have lower percentages of failures, withdraws and incompletes.

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Terry O'Banion Shared Journey Third Place Award

Lighten Up! A Light-Hearted, Interactive, Value-Centered Customer Service Training Program

Richland Community College (IL)

JANE JOHNSON
SHERYL BLAHNIK
MARCUS BROWN

LIGHTEN UP! is a day-long, fun, and interactive customer service training program that was originally developed at Richland Community College in response to concerns and feedback from students and staff about customer service delivery from frontline staff across the college. The training program is values-driven and student-centered, incorporating real experiences into a variety of interactive exercises, scenarios and case studies. Participants (student employees, full and part-time staff, and faculty) receive a 74-page workbook that specifically addresses the kind of customer service experiences one might encounter at a community college.

The *LIGHTEN UP!* Customer Service Training Program objectives are as follows:

- To increase staff and student employees' awareness and understanding of the correlation between excellent customer service and organizational performance.
- To provide staff and student employees with customer service tools and techniques that can be used to deliver "*Delightful Customer Service*" at RCC.
- To increase staff and student employees awareness of Richland and its programs and services in order to deliver a higher level of customer service to the people with whom they come into contact.
- To have staff and student employees be viewed as good customer service providers as measured by evaluation tools such as feedback forms, surveys, focus groups, etc.

What makes *LIGHTEN UP!* unique is the fact that it was developed specifically for Richland but was designed so that other community colleges could replicate it. It is easily adaptable to other colleges through the use of a *LIGHTEN UP!* CD. It is values-driven and student-centered, and integrates the college's Core Values (Commitment, Respect, Excellence, Accountability, and Diversity) throughout the curriculum. It's fun, it's interactive, and responsive to an identified need.

The curriculum for the *LIGHTEN UP!* Customer Service Training Program was developed by a Richland employee. Funding for the workshops (food, materials, supplies, and giveaways) came from a Leadership and Core Values Grant from the Illinois Community College Board and Title III funding. Ongoing funding for the program comes from the college's annual budget. Costs can vary depending upon whether the event is held on- or off-campus, whether it includes meals/snacks, and whether there are giveaways.

Methods of Evaluation

- Pre- and post-customer service assessments of the staff's knowledge of quality customer service delivery.
- Pre- and post-college quiz to determine the staff's knowledge about the institution
- Workshop evaluations
- Follow-up with participants and their supervisors two months after the workshop

Outcomes

- Pre- and post-customer service delivery assessments resulted in an increase in staff's understanding of how to identify and deliver quality customer service.
- Pre- and post-college quizzes showed an increase in staff's knowledge about the college.
- To date, evaluations from 100 participants demonstrate a high satisfaction with the workshops. The overall rating was 4.70 on a 5.00 scale.
- Overwhelmingly, customer service feedback surveys indicated that internal and external customers were satisfied with the service they received.

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Admissions, Counseling, Career Exploration for Student Success (ACCESS)

Chattahoochee Technical College (GA)

RON DULANEY

NICHOLE KENNEDY

Facing annual enrollment increases and a need for additional services for students, Chattahoochee Technical College (CTC) formulated the concept of Admissions, Counseling, and Career Exploration for Student Success (ACCESS) in August 2000. Ideas from George Baker's model of a comprehensive career/advisement center for two-year colleges were incorporated into the development of ACCESS. Since the first and second terms of matriculation can be crucial to the student's successful persistence, a front-end comprehensive approach to provide students stronger admissions, advisement and program planning was implemented. ACCESS evolved to a higher level in October 2004, with the opening of a new Student Services Building, which added the financial aid, registrar/records, disability services, bursar functions and a new international center to the original ACCESS concept. This new facility now includes the resources for students to progress from the application and admissions process through matriculation, graduation, and employment in one location.

The objectives of ACCESS are to provide information and access, pre-admission orientation, assessment, and academic advisement for all beginning students. Services for international students and students with disabilities are also included. Academic, personal and career counseling are also provided. The Career Center was located in ACCESS to allow students easy links to employment information, job trends, and career exploration. The college's service learning program, funded by one of only eight Broadening Horizons grants in the country from the American Association of Community Colleges, is coordinated in ACCESS by the Director of Career Services. CTC 101 Student Success and Orientation, a two-credit hour class, is taught by ACCESS personnel.

The development of ACCESS has greatly enhanced the advisement program. Students can schedule individual appointments to see academic advisors. After advisement, students are oriented to Banner Web registration. Students may also use an online advisor chat line via the college website to interact with academic advisors before and during the registration periods.

One impact that ACCESS has had is revealed in the numbers of students served. During FY 2001, 8,454 students were seen for orientation, assessment, advisement, counseling and career services. For FY 2005, approximately 22,125 students received services. Credit enrollment grew over 119 percent from fall 1999 to fall 2004 and

CTC was recognized in December 2002 as the fastest growing two-year college in the country between 5,000 and 9,999 students by *Community College Week* after an annual fall enrollment increase of 53.4 percent. Meeting this increase would not have been possible without the concept and services of ACCESS.

One unique process that has developed out of ACCESS has been using the withdrawal procedures as an intervention strategy to combat a high withdrawal rate and to increase persistence. Students are first required to meet with an academic advisor who explains the withdrawal procedure, checks the student's GPA and calculates completion rate for satisfactory academic progress. This point of contact is used as an intervention tool to influence some students not to withdraw. During FY 2005, 93 percent of the withdrawing students were seen by staff and a total of 247 decided to remain in college and not withdraw.

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Youth Technology Academy

Cuyahoga Community College (OH)

TERRY BUTLER
GEORGE BILOKONSKY
JEROME SEPPELT

Cuyahoga Community College (Tri-C), like most community colleges in the United States, faces several “hot issues,” including economic and workforce development, homeland security, technology, student development, and others—all placed in the context of one of America’s most pressing concerns: the relationship between education, domestic security, and competitiveness on the global level.

Tri-C is challenged by a Catch-22 situation: In Northeast Ohio, schools can’t make ends meet because the economy is in severe decline; the economy is in severe decline because the schools are not turning out highly skilled, innovative technical workers. This problem is national as well as regional.

As a solution to the nation’s economic-educational woes, Tri-C offers a model that can be duplicated nationwide: Tri-C’s Youth Technology Academy (YTA), an innovative approach to producing a skilled high-tech workforce for the Northeast Ohio region that prepares in-school youth for careers in engineering and technology by providing seven major activities.

The first activity is enrollment in Tri-C’s engineering/technology/manufacturing courses through Post-Secondary Enrollment Options (PSEOP), which allows students to bank college credit toward a technical certificate or degree while they are still in high school.

Training in soft skills through after-school workshops is the second activity. These are instrumental in helping students to mature into poised and success-oriented candidates for the workforce.

The third activity consists of participation in robotics tournaments (such as LEGO®, FIRST® and VEX®) and Youth Career Olympics, providing opportunities for students to apply knowledge and skills learned in the classroom during real-life hands-on situations, and it is directly linked to the fourth activity: Training and mentorship by technicians and engineers from industrial partners while the students prepare for the competitions—an invaluable teaching tool because the mentors set an example for students, serve as models for them, and help them to feel at home in the engineering environment.

The fifth activity provides tutoring to students on an as-needed basis, helping them to maintain their grades.

The sixth activity allows students to participate in job-shadowing and paid internship experiences, exposing them to the real workplace situation and providing some tangible income.

The seventh activity gives students an opportunity to mentor younger students during robotics camps, providing them with opportunities to review, organize, and present their knowledge and skill sets to others.

YTA offers several key motivating factors: Students earn college credit while still in high school, banking credit towards a degree or certificate. They learn academic concepts in context, as the all-important STEM skills are cemented through hands-on, mind-on classroom learning modules and through robotics competitions. In addition, Teachers/Tech Ambassadors are paid a stipend to attend PSEOP classes with their students and to provide ongoing mentorship during the program year.

Beyond this, YTA is working on the joint “From Rust Belt to Robotics Corridor” project with Carnegie Mellon University, which aims to transform the Northeast Ohio-Southwest Pennsylvania Rust Belt into the new and thriving Robotics Corridor.

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Financial Aid—High Touch, High Tech, High Student Development

GateWay Community College (AZ)

BRADLEY HONIOUS

The Transitional Student Program focuses on helping developmental students who have an ACT Composite score of less than 18 and who are first-time, full-time enrolled in academic or technical programs. Students in the program must maintain a C average or better in 7 hours their first semester. Numerous support services, empirical data and first-year trials will be discussed.

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The ACE (Achieving a College Education) Plus Program

Glendale Community College (AZ)

IBRAHIM NAIM
PAULA MITCHELL
HARRY SINGH

ACE Plus is a scholarship-based, early-outreach/college preparation program. It was developed to increase the number of at-risk, financially disadvantaged, or first-generation college bound students who successfully complete high school and make a smooth transition into higher education.

Arizona has the nation's highest rate of teen high school dropouts (ages 16 to 19). In 2001–02, a total of 33,027 Arizona students dropped out of high school, with Maricopa County (which includes the Phoenix metropolitan area) accounting for 19,155 of those dropouts.

The ACE Plus program serves eleven feeder high schools from five high school districts. All of these high schools have large minority enrollments and relatively low economic levels. Students in these schools often have no role models to encourage their pursuit of postsecondary education. More than 60% of ACE Plus participants are first-generation college students. Exposure to a college environment and a demystification of postsecondary education are vital to these students' success in high school and pursuit of a college education. In the most recent college participation report by the Postsecondary Education Opportunity, Arizona ranked 48th in the nation in the college participation rate of teens under 19 years of age, at 29.6%.

The goals of the ACE Plus program are to:

- Demystify higher education, its requirements, costs and benefits.
- Familiarize students with college life.
- Provide tools for students to succeed socially, academically, and personally.
- Identify sources of financial assistance/scholarships; facilitate students in the application process.
- Empower parents/guardians to become actively involved in their students education and future.
- Collaborate with local educational institutions, community partnerships and the private sector.
- Provide continuous follow up and support to each cohort to ensure retention and success.

The ACE Plus program is a partnership between Glendale Community College, eleven feeder high schools, Arizona State University West, Northern Arizona University, University of Arizona, sister Maricopa Community Colleges, state private colleges and universities, and business and industry. The program has an in-depth recruitment and selection process that includes informational sessions at each of the feeder high schools and an extensive application process. Most ACE Plus participants

are students who carry grade averages of B or C but who are at risk of not completing high school. The application packet consists of the program application, the GCC admissions form, and two letters of recommendation. ACE Plus pays for participants' college tuition and fees, while textbooks and transportation are the participants' responsibility. Currently, during the 2005–06 academic year, the ACE Plus program serves 500 students from the eleven feeder high schools.

The ACE Plus program recognizes the importance of having family support. Parents participate in orientation sessions, and program staff provides workshops for parents, including financial aid, the college/university application process, and other topics. Examples of parent workshops include “Anger and Its Impact on the Family,” “Building Self-Esteem in the Family,” and “Understanding and Supporting Your Child’s Educational Goals.” These services help parents to understand the college process, and, in gaining this familiarity, become less wary of their children’s desires to attend college.

ACE Plus now has a fifteen-year record of assisting students to graduate from high school while concurrently enrolled in and completing college courses. The college preparation component of the program has set an impressive record of preparing students to enter college, complete college coursework, and enter the labor force or the military, or transfer to a four-year college or university. In the Program’s history, ACE Plus participants have shown great success in their educational endeavors.

- 88–95% of ACE Plus participants graduate from high school.
- 80–83% of ACE Plus participants who graduate from high school go on to attend postsecondary institutions, both in-state and out-of-state.
- ACE Plus participants may earn 18 to 24 college credits by the time they graduate from high school.
- The 2003 ACE Plus cohort had an overall grade point average of 3.54 (A-/B+) for college coursework completed during their concurrent enrollment in high school and college.
- ACE Plus has served as a successful model for the expansion of the program into other MCCCCD colleges.
- Local high schools are eager to work with GCC because ACE Plus has provided high-quality services to their students.

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Transitional Student Program

Hinds Community College (MS)

DANIEL HOGAN

MARY LEE MCDANIEL

As one of the most progressive postsecondary educational institutions in the state of Mississippi, the Hinds Community College serves over 15,000 students on six campuses in the Metro Jackson Area. High standards must be upheld if we are to produce highly qualified and skilled individuals. The Transitional Student Program sets this standard.

The Transition to College Committee was formed in January of 2004 and began analyzing data which showed the first semester retention rate of developmental students being significantly lower than non-developmental students with an alarmingly significant drop from 2003 to 2004. In addition, results of the Noel-Levitz Student Satisfaction Inventory administered in the spring of 2004 indicated a sharp decline in “safety and security” as perceived by students, with satisfaction levels dropping below the previous year and the national level. As a result of the studies, the committee launched the innovative Transitional Student Program in the fall of 2004.

“Transitional” students are first-time, full-time academic or technical students who are Developmental Level I or II and who have an ACT composite of less than 18.

Developmental Level I students have placement in three developmental courses while Developmental Level II students have placement in two developmental classes. The college has made testing mandatory, and this has proven effective in determining the level in which students can both learn and be successful. Transitional students are required to enroll initially in all prescribed developmental courses and must continue to enroll each semester in all consecutive courses. Developmental instruction is offered in education, mathematics, reading, and English; these courses must be satisfactorily completed with a grade of C or better.

In an effort to provide transitional students with additional academic support and attainment incentives, the college has implemented several guidelines. Transitional students enroll in 13–15 semester hours which include courses in English, math, reading essential skills, physical education, career exploration and/or health/wellness. *In addition, students are admitted to the College on Scholastic Probation and must complete seven (7) or more semester hours with a minimum 2.0 term GPA in order to return the following semester.* Transitional students residing on campus are housed in designated residence halls where supervised study sessions are required for two hours, two nights each week. Counseling and tutoring services are provided during the study sessions for all students.

English and math study labs are staffed by qualified instructors and are available to students during daytime, evening, and weekend hours. Students have the opportunity to receive peer instruction, to attend group counseling sessions, and to participate in life skills seminars. The residence life staff on the Raymond campus plays an

important role in the academic success of transitional students. The staff launched several new services which provide for a supportive study environment.

Faculty and staff support student learning in other ways. In addition to classroom instruction, faculty offer out of class guidance in the form of tutoring and advising. All full-time employees teaching developmental courses, tutoring in labs, or providing other services for transitional students attend a professional development institute (PDI) session on the Friday of Convocation Week, both fall and spring semesters. The administration, faculty, and student services staff provide a network of support for transitional students. Counselors offer both group and personal counseling to the students and work closely with instructors to identify academic and personal needs of students.

Academic success will also affect the student's federal financial aid eligibility. It appears tough, but suspending students who are not successful the first semester may actually help students retain satisfactory progress for federal financial aid. Students who fail two consecutive semesters often find their financial aid suspended due to poor completion rates and low GPAs. The services offered through the Transitional Student Program will help students maintain eligibility so that they can continue to take advantage of opportunities granted by the federal government.

Hinds Community College is investing in the future. The standard that has been set for transitional students is challenging and those completing these challenges will feel a sense of accomplishment. *Fall 2004 transitional students made up 14% of the total traditional classroom enrollment and had a success rate of 62.3%. The average transitional student GPA was 2.429 compared to the non-transitional student average GPA of 2.611.* Although the Transitional Student Program is in its early stages, the results have been positive.

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Student Services Institute

Phoenix College (AZ)

DEBBIE KUSHIBAB
STEVEN HELFGOT
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The hallmarks of any profession include the professional preparation and development of its members. For Student Affairs, professional preparation courses are generally part of a Master's degree program in Counseling or Student Personnel Services. Although professional preparation standards exist and are promulgated through these programs, hiring practices at many community colleges do not reflect these professional preparation standards. Some community colleges, such as the ten that comprise the Maricopa County Community College District (MCCCD), do not require a graduate degree for student services positions other than those of counselor, dean, or vice president. A review of job descriptions and minimum requirements for positions in student services areas suggested that staff across the MCCCD had less professional preparation than was desirable. To overcome the absence of professional preparation and enhance the professional development of its 350+ student services employees, the Student Services Institute (SSI) was created.

Goals and Objectives

The mission of the SSI is "to meet the training and education needs of MCCCD student services employees so that they may continue to grow professionally and advance in their careers."

Goals of the institute are to 1) assess training needs of student services employees; 2) collaborate to identify and prioritize needs; 3) develop and deliver education and training programs; and 4) establish and measure outcomes.

Program Design

The program was designed upon a needs assessment distributed to all student services staff at the ten colleges, supplemented by the work of an advisory committee.

Using the results of the needs assessment, the advisory committee developed a curriculum and format for the SSI and selected a faculty which included senior leadership from within MCCCD, student services leadership and faculty from Arizona State University and nationally recognized experts in particular specialty areas. The Institute was then launched with a first cohort in 2003.

Program Operation

The Student Services Institute is an intensive five-week, 40-hour training program. Participants meet for five successive Fridays. Participants are student services staff or other staff who work closely with student services. Each is nominated by a dean and must commit to participate in the full 40 hours, then joins a cohort of usually no more than 30 participants. There is a “basic” institute program for front line employees, “Foundations of Student Services”; an “advanced” program for managers; and some “specialty” programs which are being planned to focus on specific areas like academic advisement.

Topics for the Institute include:

- Student Development Theory
- Retention Theory & Best Practices
- Student Code of Conduct
- FERPA, Public Records, Due Process, Free Speech and Sexual Harassment
- ADA, Section 504 of the Rehabilitation Act
- One Stop Models
- Working with Diverse Populations
- Connections between Academic and Student Affairs
- Program Development and Assessment
- Customer Service, Problem Solving and Effective Communication
- Change Management
- The Synthesis of Student Services
- Career Planning in Student Affairs

An expert in each area presents to the SSI participants in a seminar format, using a textbook to supplement the presentations. The program integrates theory and practice, with the participants encouraged to discuss real on-the-job situations as they relate to the subject matter being presented. This makes theory real in the eyes of the participants and reinforces the notion of student affairs as a real profession, with standards, a theoretical base, etc.

Outcomes

Now in its third year, approximately 150 MCCCDC employees have participated in the SSI. The impact of the program has been immediate and powerful. Each cohort has reported a new sense of pride and professionalism, an increased sense of being part of a profession, increased energy and enthusiasm for their work and a commitment to spread innovation and change at their colleges. In addition the SSI has moved a number of participants to complete degree programs or to pursue graduate education.

Prior to the start of each of each five-week session, participants are asked to evaluate their level of knowledge in each of the areas that are part of the course. They are asked to do the same, again, at the conclusion of the course. Data from all four cohorts (fall 2003, spring and fall 2004, and spring 2005) show dramatic decreases in the number of participants declaring “None to Fair Knowledge” of various student services topics at the end of the program when compared to their responses at the start. For example, in aggregated data, a total of 60 participants rated their knowledge of “Student Development Theory” as “None to Fair Knowledge” at the start of the program, and only four rated themselves at this level at the end of the program. Additional ratings are available from the authors.

In conclusion, it is clear today that student services staff in community colleges are addressing more complex needs with more diverse students. These staff members need increased knowledge and more highly developed skills. Graduate training is neither affordable nor accessible to all employees. The Student Services Institute at the Maricopa County Community College District provides an opportunity for employees to increase their knowledge and improve their skills, while, at the same time, demonstrating the District’s commitment to the professional development of those employees.

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Peer Mentor Lecture and Practicum Course

Three Rivers Community College (CT)

GAYLA HOLMES

RHONDA SPAZIANI

The Peer Mentor Lecture & Practicum program is designed as a four credit course provided for students interested in the “helping” professions, (e.g., nursing, social work, counseling), or any student that is interested in mentoring incoming freshmen. Mentors must be second semester students at college level English proficiency. The program is designed to supply extensive peer support for new students (including new transfer students.)

The Peer Mentor Lecture & Practicum course appears to be unique not only within the Connecticut Community College Network, but also throughout the nation. Several community colleges do provide peer mentoring programs, but very few offer the service as a credit bearing course. Mentors learn basic counseling principles, empathic listening, time-management, study skills, and referral techniques. The Mentors work as such a tight knit group that their connectedness to the institution (and each other) is also increased.

The program was developed as an interdepartmental, collaborative, retention initiative to connect first semester students to the college. Research indicates that the single-most important factor in student success is connectedness to the institution. Commuter students are not afforded the opportunity to live on campus, immerse themselves in the college culture, and receive the services of a Residential Assistant (RA). In order to ameliorate some of those discrepancies, Three Rivers simulated a four-year school model and provides a Peer Mentor (PM) in lieu of an RA to new, first semester students. It is believed that students feel encouraged and supported by having a peer who is “there” for them.

Historically, students often indicated that they were unaware of upcoming important deadlines and events even though the college was (and is) diligent in sending the information in a variety of formats (e.g., postcards, emails, letters, phone calls). It was deduced that students were receiving the information, but were not paying it the appropriate attention. It was speculated that if the information was presented by a peer, it would be better received. Literature supports that paraprofessionals are more effective than their professional counterparts at delivering services which include providing information, explaining policies and procedures, orienting new students, enforcing rules, and offering specific help strategies.

Research also shows that by the end of the first six weeks, many first-year students have formed a lasting impression-positive or negative-of college life. It is the college’s hope to foster an encouraging, supportive environment within the first few weeks of classes by offering the assistance of mentors to each and every new student.

All new students receive emails updating them on all pertinent information from their mentors. The Mentor Program offers a variety of support services: A Peer Mentor staffed desk in Student Services, email addresses and voice mail boxes for each PM, a Peer Mentor web page, Wally the Internet Peer Mentor, who any student (new or continuing), may ask questions of, and a Peer Mentor Question Box located in Student Services.

All new students are educated, from recruitment, through admissions and registration, to New Student Orientation, of the benefits and availability of their Peer Mentors. The mentors are accessible through emails, classroom visits, three workshops they provide, a “Meet ’n’ Greet,” and recognizability by their identifying tee shirts. Additionally, they use posters, flyers, and, more recently, business cards.

Three Rivers’ goal is to ease the transition to the college environment and enhance persistence. We will continue to review retention rates and modify the program to meet the needs of the students. The Peer Mentor program is *entirely* student-focused: “For the students, by the students.”

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Program for Achieving Student Success (PASS)

William Rainey Harper College (IL)

PASCUALA HERRERA

TOM THOMPSON

In 1993 a specialized program, the Program for Achieving Student Success (PASS) was established to serve students with documented LD or ADD who needed more than legally mandated accommodations. This program was developed because staff recognized that in order for students to be successful, they needed specialized instruction and personal guidance, not just accommodations. Services are provided on a semester fee-for-service basis that guarantees weekly, specialized academic and personal support by professional staff. The focus of each student session may include remediation of basic skills, instruction in learning strategies, the teaching of effective study and self-advocacy skills, personal guidance and/or tutoring in the content areas.

The mission of Access and Disabilities Services (ADS), the department where PASS is housed, is to create a comprehensive accessible environment and to empower students to become actively involved in all aspects of campus life. This mission includes providing and promoting student involvement in experiences that help to develop leadership, life management skills, self advocacy and interpersonal competence. The PASS program's objectives closely follow this mission. Through the specialized support, students with LD or ADD can gain the skills and the confidence to succeed in all aspects of college life. Besides assisting students academically, focus is placed on the person as a whole. Thus, our overall goal is to teach students the necessary skills that will allow them to live independent and productive lives that will extend beyond their educational experience at Harper.

Harper's comprehensive program takes the approach of assisting students from the moment they are considering Harper to the time when they graduate, transfer or leave our institution. The learning disability service model developed at Harper can be considered as a three-pronged program that starts while a student is in high school and continues during the students' entire college experience.

First, staff assists students in their preparation for college as a postsecondary option, since a student's first semester is a critical transition time. Through the College Awareness Project (CAP), a representative from the LD staff arranges visits from the district high schools juniors and seniors to inform them about the college's services, expectations, and general skills required for college success. These students have the opportunity to visit the college and decide whether Harper is a good fit for them.

Second, Harper helps students make a smooth transition from high school to the college. To do this, prospective students are invited to enroll in a special section of a two-day workshop style credit course, Orientation 101. Although this course is available through the Student Development Division, we offer a special section of this course exclusively for students with disabilities. This class prepares students for

college through the presentation of the following topics: Harper's support services, the value of identifying individual strengths and weaknesses, Section 504 and the ADA, self-advocacy, campus resources, etc.

The third prong consists of the PASS program. This program assists students, while they are at Harper, by assisting them academically and personally so that they can be successful.

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