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## Another Chapter, Another Verse

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I'm not sure who compared life to the chapters in a book or the verses in a song, but it was a very prophetic observation. As each of us passes through our career, we face important points when it makes sense to try something new, to celebrate past accomplishments but look to the future for new opportunities. For me, as Executive Director of NCSO's National Office, it feels like an important chapter is closing, but another chapter is opening. Like reading a new book, it's hard to predict what the upcoming pages will say but we can't help but anticipate their possibilities.

In looking back at the National Office's role in helping to lead NCSO during the last five years, I am humbled by the immense support, thoughtful ideas, caring friendships, and collaborative opportunities that NCSO has offered me and others, most importantly Linda Iliff, office manager; Julia Makela, graduate assistant, and Doug Gardner, former graduate assistant. In the early years David Pierce was our guide, and I think warmly of his wisdom and guidance as we worked together to find our way as a growing and evolving professional organization. On behalf of our entire crew (past and present), I want to express thanks to each and every one of you for allowing us to provide a helping hand as NCSO moved through an important phase in its history. Most noteworthy, during the past few years, the National Office, the board, and numerous members worked together to professionalize NCSO's administrative procedures, to consolidate a cumbersome two-board operation into one super board, to update outdated by-laws and solidify officer roles and responsibilities, to expand and enhance the annual conference and support an already successful leadership institute, to increase user-friendly publications and products for the membership, and more.

The visionary work of NCSO leaders to know what community college student development should be now and in the future is an enormous gift to the entire nation. Nowhere was this more evident than in our 2004 summer retreat in Indianapolis, which, in my view, was a milestone in the profession's evolution. Kudos to all involved in that important event, particularly Deborah Garrett who provided such stellar leadership. Above all, the most precious memory for me and others at the National Office is the special friendships that we carry forward with us through the remainder of our careers. Not only our professional careers but our lives are blessed because of NCSO and the truly outstanding people who are associated with the organization.

Looking to the future, to a new chapter, we have already begun to pursue new opportunities to continue the research agenda of the Office of Community College Research and Leadership (OCCRL), the office I direct as part of my responsibilities as professor of higher education at the University of Illinois. Our OCCRL staff is deeply committed to research and development that supports successful student transition from high school to college and from community college to university. If you have not perused our OCCRL website, we encourage you to look at our research commitments at <http://occr.ed.uiuc.edu>. This next year, we will be working particularly closely with the Illinois Community College Board and the Illinois State Board of Education on policy issues that impact student transition from K-12 to the community college, and we are excited about the leadership role that we are being asked to play. We will also be continuing research endeavors to enhance the transition of low-skilled, low-income adults to the community college. Through contracts with the U.S. Department of Education and with Jobs for the Future and the National Council for Workforce Education (NCWE) on an initiative called Breaking Through, we strive to influence policy and practice that can enhance the life chances of adults who have heretofore had limited opportunities. Added to this, OCCRL is playing an evaluative role in a similar program called Shifting Gears, funded by the Joyce Foundation. Hopefully, our efforts to research these related initiatives will provide important insights into improved ways for community colleges to serve low-skilled, low-income adults. Even more is being proposed and planned for OCCRL, so we encourage you to return to our website periodically and see what we're up to. We'd also love to host you as a visitor to OCCRL. If you're ever in the neighborhood, please stop by.

Another chapter, another verse—definitely easier said than done. As I conclude these thoughts, I can't help but reflect on cherished memories and speculate about the future. Not having a crystal ball, there is one prediction I feel good about making. For NCSO, a bright future is assured! New leadership, new vision, and new opportunity under the guidance of the University of Toledo's Ron Opp and Anne Hornak are evident already. NCSO is indeed positioned for success, and it is our hope that we have contributed in some small way to making that happen!

*--Debra D. Bragg, NCSO Executive Director  
NCSO National Office  
University of Illinois at Urbana-Champaign*

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## Introducing NCSD's New National Office at The University of Toledo!

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The National Council on Student Development national office moves July 1 to the Department of Educational Leadership in the Judith Herb College of Education at The University of Toledo.

Dr. Ron Opp, Associate Professor and Chair of the Department of Educational Leadership, will assume the role of Executive Director of the NCSD national office. Dr. Opp holds a B.A. in English Literature from Swarthmore College, a M.A. in Education from California State University, Los Angeles, and a Ph.D. in Higher Education from the University of California, Los Angeles. Dr. Opp's areas of teaching include assessment, faculty issues, governance, research in higher education, and curriculum. His research focuses on community college student and faculty issues.

Dr. Anne Hornak, Assistant Professor in the Department of Educational Leadership, will become Associate Director of the NCSD national office. Prior to her current position, she was an academic advisor in the College of Engineering at Michigan State University. Dr. Hornak holds a B.S. in Business Administration from the University of Detroit Mercy, a M.A. in Professional Counseling from Central Michigan University, and a Ph.D. in Educational Administration from Michigan State University. Dr. Hornak's areas of teaching include the American college student, critical issues and ethics in higher education, student affairs, student development theory, and teaching and learning. Her research focuses on issues of access to higher education for low income students.

Mr. Keith Coates will serve as the graduate administrator for the national office. Keith is a doctoral candidate in the Higher Education program at The University of Toledo. Mr. Coates holds a B.A. in Political Science from Adrian College and a M.Ed. in Educational Administration from The University of Toledo. Mr. Coates' research focuses on the study of online degree programs.

The Department of Educational Leadership fosters democratic, ethical, intellectual, political, technical, and social growth in individuals who are—or aspire to become—leaders, managers, and teachers in educational institutions. The Higher Education Program prepares masters and doctoral students to become leaders who will shape the future of American public and private higher education. NCSD is proud of its mission as the nation's primary voice for community college student development professionals. There is a synergy, a common goal between these two organizations. The Department of Educational Leadership welcomes and is most pleased to be home to the NCSD national office. It is a good partnership.

*--Dr. Ron Opp, Incoming NCSD Executive Director  
NCSD National Office  
Department of Educational Leadership  
The University of Toledo*

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## 2007 Terry O'Banion Shared Journey Exemplary Practice Award Winners

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Each year NCSD recognizes exemplary community college student development programs through a nomination and expert review process. This award celebrates programs that promote student development in community colleges. Eligible programs include service programs, projects, courses, workshops, activities, or any combination. The competition was very tight this year, and reviewers followed strict rating guidelines to share with our membership the programs that demonstrate truly relevant, outstanding, innovative and replicable practices, backed by solid evidence. We send our sincere congratulations to the following four programs:

### ***First Year Introduction (FYI)***

Columbia Basin College (WA)

Submitted by: Derek Brandes, Assistant Dean of Student Success and Retention, Madeline Jeffs, Vice President of Student Services, and Alice Rehm, Director of First Year Programs

### ***IDEAS+ Imbedding College Success Strategies into Content Classrooms***

Inver Hills Community College (MN)

Submitted by: Barbara Read, Vice President for Student Affairs, and LeAnne Schmidt, Counselor

***Send Out Students (SOS): Leadership Development through Embedded Service***

Portland Community College (OR)

Submitted by: Diane Mulligan, Dean of Student Development - Sylvania Campus, Cami Bishop, Student Leadership Coordinator, Cynthia Sartin, Club and Programs Specialist, and Kat Arno, Student Leadership Coordinator Assistant

***Supporting the Reintegration of Veterans: Reducing the Impediments to Education and Employment***

Minnesota State Colleges and Universities (MN)

Submitted by: Steven Frantz, System Director of Student Affairs

We are currently working with each of these programs to bring presentations to the NCSO National Conference in Savannah, GA. Please join us this October to learn more about these exemplary works, and to help select our top Terry O'Banion Shared Journey Exemplary Practice Award Winners for 2007!

Also at the NCSO National Conference, join us for the awards banquet and reception, where the winner of the 2007 Achievement of Excellence award will be announced. We'll see you there!

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## **Changing Lives – Putting Student Learning First – The Ivy Tech Community College Experience**

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Ivy Tech Community College was created in 2005 by an act of the Indiana General Assembly, but was actually founded in 1963 not as a college as much as a training provider for vocational training beyond high school. Since that time, the former Indiana Vocational Technical College (affectionately known as Ivy Tech) has evolved into a statewide community college system with 23 campuses throughout the state of Indiana serving over 105,000 credit students annually.

While the college had been slowly moving towards becoming a community college since the late 1980s, the movement had accelerated in the five years prior to the official designation by the legislature. New programs and degrees were being added to the College's academic inventory, as well as program and course articulations with senior institutions in the state. As part of this movement, the system vice president responsible for student affairs, Dr. William Kramer, challenged the Regional Student Affairs Officers Committee (RSAOC), which consists of the chief student affairs officers from the 14 administrative regions of the college, to determine the best practices in student affairs in community colleges and make recommendations as to what which practices should be implemented in the Ivy Tech system. Former National Council for Student Development (NCSO) president and then Dean of Student Affairs at the Ivy Tech Evansville campus, Dr. Deb Garrett was tasked to head the committee. Dr. Kramer had recently visited Valencia Community College in Orlando, Florida, and suggested we begin our search there.

Thus began a three year journey of research, phone conversations, visits, and conferences to review and understand the best practices in student affairs across the country and to take those

best practices and graft them into a culture that values consistency and a certain amount of autonomy amongst the campuses.

The student affairs leaders at Ivy Tech were quite fortunate to have the reports of the twelve Vanguard Learning Colleges. Besides the information provided on the Internet about the project, their active participation at conferences, and their willingness to share their time was crucial. In particular, Ivy Tech focused on Valencia and its LifeMap model. It was a struggle to understand that LifeMap is more than a model, but a way of operating – operating not only student affairs, but the entire institution. Dr. Joyce Romano, Vice President for Student Affairs and her staff were extremely helpful to us and shaped much of our thinking. We also leaned heavily upon Sinclair Community College, which is just over the state line in Dayton, Ohio. Hank Dunn, who was the Vice President for Student Affairs there is now the chancellor of our largest region, Central Indiana, located in Indianapolis.

The NCSO Conferences were helpful as well, in particular, the Orlando and Indianapolis conferences. This enabled many of our colleagues to become acquainted with the Learning College concepts and to meet student affairs leaders from across the country. Also working in our favor was hosting the 2004 NCSO Colloquium in Indianapolis and to have the insights of the leading community college student affairs practitioners steer our thinking as well.

When the research was completed, our toughest task was to take everything that we had learned and do something with it. Fortunately, the College was embarking on a new Strategic Plan. Fitting our dreams and visions into the overall strategic

plan was a way to make sense of what we as the student affairs leaders for Ivy Tech wanted to achieve, within a vehicle that the rest of the college could understand.

We call our model, “Pathways to Student Success.” At Ivy Tech, our students have many paths to choose from as they determine their educational and life goals. For some, it is getting a few courses to upgrade job skills, for others, it is completion of the degree and moving directly to the workforce, while some will choose transfer to a four-year institution. Like Valencia, we have come to understand that this type of change is not just the creation of a model, but a cultural change. Like many of our colleagues across the country, we have also learned that in order for these changes to occur, it can not happen without the support of the rest of the institution, but to make it happen, student affairs will likely have to take the lead.

Our model consists of four parts:

- Pathways to Success Exemplary Practice Model
- Student Affairs Strategic Plan
- Outcomes Assessment Plan
- Five Areas of Focus
  - Student Life
  - Orientation
  - Advising
  - Answer Center
  - Transfer Center

The plan sets college-wide goals for student affairs while allowing for regional autonomy in how it is implemented. It includes an evaluation component and a means to share ideas and processes across the Ivy Tech system

The Pathways to Student Success Exemplary Practice Model is based on the LifeMap model developed by Valencia Community College. At its most basic level, it is a chart that informs students of programs and services that they should be utilizing, based upon their credits earned and their educational, career, and life goals, in order to achieve his or her dreams. As stated earlier, LifeMap is more than a chart, but a way of thinking about student success. LifeMap includes tools for the student such as the student handbook and web-technology, as well as tools for faculty and staff. It includes the development of educational plans, similar to those used by Sinclair Community College.

The Student Affairs Strategic Plan is the RSAOC plan of how we will implement Pathways to Student Success at the campus and system level. The Outcomes Assessment Plan is our accountability and improvement vehicle. Finally, the five areas of focus are those areas that we elected to take a more in-depth look as a system and say these are functions or activities that we must do well in order for students to be successful.

The ideas and concepts that we have incorporated within the plan include Valencia’s model of developmental advising shown as  $A \Rightarrow A_s \Rightarrow AS \Rightarrow aS \Rightarrow S$  where “A” represents an advisor or counselor and “S” represents the student. The idea is that in the beginning, an advisor really directs the student about what needs to be done, but is also teaching the student how to navigate the college system, so that eventually, the student is able to become a self-sufficient college student who can register for classes, make timely appointments with advisors, know where to seek out advisors, and to eventually not only graduate, but how to continue a life-long educational process.

We have also included the outcomes assessment program used at Manatee Community College as shared by Donald Bowman. His quote of “if it’s not documented, it did not happen,” has become a mantra for us. At Ivy Tech, we will be using outcomes assessment to not only improve services and processes at the local campus level, but will also use the data to share best practices and improve services across the entire system.

As we have also learned from Valencia and Sinclair, that technology is a key. Ivy Tech is currently converting from the old SCT Plus administrative system to the new SunGard Banner system. This will help, but we are also looking at additional systems to better track student progress and to improve advising.

We have developed our plan and are now starting to work the plan. We believe that we have the right ideas to make the students of Ivy Tech Community College successful in their lives and in their communities. We have also learned that student affairs officers must take the lead in their institutions if these types of cultural changes are to occur. We are extremely grateful to our colleagues from across the country who have freely shared their ideas and time. We also understand that it obligates us to share what we have learned with the academy.

In conclusion, what we are doing is not unique. We have gathered ideas and inspiration from two-year colleges from across the country. What is unique about our experience is that we are doing this at a 23-campus system, with 14 administrative regions that share a single accreditation. We also believe that any community college, whether it is a single campus or a multi-campus system can make these changes if the leaders want to create a system to put student learning first.

*--R. Keith Howard, Dean of Student Affairs  
Ivy Tech Community College Northwest*

*--George Hughes, Executive Dean, Anderson Campus  
Ivy Tech Community College East Central*

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## NCSD News and Events

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### NCSD National Conference

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As the incoming President for NCSD and this year's Conference Chair, I would like to personally invite you to our conference in beautiful Savannah, Georgia, from October 21-23, 2007. Our theme is "Maximizing Student Success through a Community of Learning." Student development professionals from across the United States and Canada will join together to address timely and relevant professional issues, such as how the work of student development impacts the lives of our students and how we can maximize student success.

Savannah is an "ol' city" with many hidden secrets (think of *Midnight in the Garden of Good and Evil*), where you can admire beautiful parks and splendid architecture, squares and mansions, and uncover some history that helped to shape our country. Mark your calendars for October 21-23!

Join us for an exciting time of meeting new friends, rekindling old friendships, and gaining new knowledge. We hope to see you there!

*--Kindest regards,  
Melissa Green*

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### KUDOS

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Two of our colleagues who are Chief Student Affairs Officers have been named to the presidencies of their respective colleges:

- Dr. Kate Hetherington at Howard Community College in Columbia, MD
- Dr. Charlene Dukes at Prince Georges Community College in Largo, MD

Congratulations and best wishes to these colleagues as they begin this new stage in their careers!

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### Report from the Council for the Advancement of Standards in Higher Education (CAS)

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The CAS Board of Directors met April 22-24 in Washington, D.C. Deb Garrett, serving as the Director from NCSD, attended. Several items of importance to NCSD members were discussed or approved:

- The new president-elect is Dr. Susan Komives, a faculty member at the University of Maryland—College Park. Dr. Komives currently represents ACPA on the CAS board. Her three-year term of office will begin in 2008.
- The next edition of the Book of Standards will be ready for publication and sale in the fall of 2009.
- For those who were not able to attend the CAS symposium last fall, the CAS website has a collection of the presentations. Go to [www.CAS.edu](http://www.CAS.edu).
- The Executive Board and other volunteers from the CAS Board will participate in a strategic planning session in late summer 2007. Items to be discussed include the mission statement, the importance of learning and student development outcomes, refining the criteria for membership, future publications and workshops, and the role our organizations play in CAS.
- New standards for Undergraduate Research were approved.
- At their next meeting, scheduled for October 28-30, 2007, the board will discuss how our organizations can infuse the standards and will hold a training session for those willing to make presentations at national conferences on behalf of CAS.
- Standards being revised or created include Admissions, Outcome Assessment and Program Evaluation, International Student Programs, Learning Assistance Programs, Leadership, Recreational Sports, Auxiliary Services, Campus Security, Information Technology and Adult Learning Center.

*--Deb Garrett, NCSD Past President*

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