

Student Services in Washington Community Colleges: A Practitioner's Perspective

Jonathan L. Brown

A dissertation

submitted in partial fulfillment of the
requirements for the degree of

Doctor of Education

University of Washington

2015

Reading Committee:

Bradley Portin, Chair

Edward Taylor

Joseph Lott

Program Authorized to Offer Degree:

College of Education, Educational Leadership and Policy Studies (EDLPS)

©Copyright 2015

Jonathan L. Brown

University of Washington

Abstract

Student Services in Washington Community Colleges: A Practitioner's Perspective

Jonathan L Brown

Chair of the Supervisory Committee:
Dean and Professor Bradley Portin
School of Educational Studies
University of Washington, Bothell

This dissertation contains a description and analysis of the author's participation in a three-year doctoral project as the editor of a Washington State publication on Student Services in Community Colleges. The report contains a narrative of the author's experience and developmental journey with the project. The resulting publication, Student Services in Community and Technical Colleges: A Practitioner's Guide (4th Edition) is included, in its entirety, as an appendix to this report with the generous support of the publishers, the Washington State Student Services Commission. This report analyzes the current state of practitioner-based research in community college student services in Washington and culminates with suggestions made by the author in the event the publishers choose to pursue a fifth edition of this decennial publication.

Table of Contents

Introduction.....	6
Part I.....	11
Historical Review: Framing the Problem	12
Undertaking the Legacy Project.....	22
Getting Involved in the Project.....	23
New Chapters and Sections	26
Becoming the Editor	30
The Editorial Process	35
The Final Days.....	42
Part II	46
Reflections for the Next Edition	47
Impact of the Practitioner’s Guide.....	47
Modernizing the Manual.....	51
Suggestions for the Next Manual.....	52
Updated Foci of Inquiry.....	57
Generating Practitioner Knowledge in CTC Student Services Areas.....	59
Limited Access to Trained Professionals.....	60
Limited Expectations for Research or Knowledge Contributions	62
Limited Research-Based Higher Education Preparatory programs that focus on Community Colleges	64
Strength of the Scholar Practitioner in Student Affairs	65
Resources for Improvement.....	72
Resources to Support Learning.....	72
Current Methods to Support Information Sharing.....	75
Analysis of Needed Investment to Support the Manual	77
Mandated Investment.....	78
Negotiated Investment	80
Incentive-Based Investment.....	81
Market-Based Investment.....	81
Summary of Resource Needs for a Fifth Edition.....	82
Professional Development	83
Challenges of Professional Development in the Field.....	84
Professional Organizations	87
Professional Standards and Benchmarks	91
Publications and Literature	93
Seminal texts.....	94
Journals	95
Web resources.....	95
Role of the Manual in Professional Development	97
Part III.....	99
Policy Memo: Considerations on a 5th Edition of the Student Services Manual.....	100
References.....	105

LIST OF TABLES

TABLE I: 1998 and 2008 Included Chapters Comparisons	27-28
TABLE II: 1998 and 2008 Chapter Sections Comparisons	29

ACKNOWLEDGEMENTS

As this doctoral journey took many years to complete, it makes sense that there are many people to acknowledge.

First and foremost, I must thank my advisors. Without my committee chair Dr. Bradley Portin, I would never have gotten to be Dr. Brown; no words could express my gratitude for this man. Also in my corner were my long-standing advisors and mentors: Jeremy Stringer, Erin Swezey, Dale Nienow, Bill Grace, Francis Contreras, Paul & Paulette Kidder, and Erica Yamamura. I may wear purple and gold, but I bleed red and white.

Nobody makes it through school without a support network of best friends, these are mine: Catherine Brown, Scott Whittaker, Jennifer Fleck and Sophia Kilsune Brown. Thank you for your many years of trusted friendship and support. I should also acknowledge the very supportive cheerleaders Blake Holaday and Linda Martin: thank you both! To my Edmonds crew, Nicola Smith and Paul Rucker, I am grateful for you!

Family is important too, and I love mine! In their own way, each supported me a great deal through this 14 year journey: James & Danielle, Chris & Desiree, Sarah & Gregg, and Curtis and Rose. To the Smiths too: Boyd, Gail, Melinda, Kevin and Carol- thanks!

I would also like to acknowledge special classmates and friends made while in the EDLPS program, especially my private cohort member Melissa Brown Filkowski, EdD. Also, thanks to Mark Mitsui and Hermann Calzadillas. All three of you gave me strength to persist until the finish line.

One reason for the length of this program is because of my work-life demands. I owe Highline College a great debt of gratitude for the financial support of my doctoral program. Thanks to the two most instrumental in obtaining that on-going support: VPSS Toni Castro and President Jack Bermingham. Also, I must acknowledge my closest colleagues and supporters: Natasha, Marta, Noory, Iesha, Doris, Barbara and Thomas. And thanks to my extended buddy network: staff- Dena, Deanna, Allison, Josh, Lorraine, Gwen, Ivan and special students- Alicia, Stefan, Kolesta, Steve, Nimo, DJ, Lance, Kelli, LaTonya, Ruth, Laura and Jacqui.

I also have friends in the CTC system that helped make this all possible. At the top of the list is Rich Haldi, the Project Coordinator of the 4th Edition and all-around excellent mentor. Also thanks to Elizabeth Chen for your constant reminders to finish. Special thanks to Jack Huls and Lisa Mayte Edwards for their help in the final hours. As well, I count myself lucky to be a member of CUSP and thank my support team from there: Cal, Sheila, Kris, Cameron, Sami, Heather, Jennifer(s) and all the rest.

DEDICATION

This dissertation is dedicated to my supportive, loving, generous and hard-working parents: Mary and Curtis Brown. Your dedication to your family has been my life's greatest lesson. Also, for their patience, sacrifice, and unyielding belief in me, I also dedicate this work to my wife, Rochelle Brown and my children, Maxwell Emerson Brown & Elise Virginia Noel Brown. I love you all.

Introduction

From a historical perspective, community college education is quite new. In 1915, one hundred years ago, there were only 74 public and private two-year colleges in the United States; now there are well over 1,000 (Cohen, Brawer, Kisker, 2014, page 16.) The modern day community college is said to have originated in the 1970's as the mission of these colleges shifted to include a diverse spectrum of education services outside of the traditional two-year transfer degree (Cohen, Brawer, Kisker, 2014, page 40.) Even newer to the environment is the field of student services at these institutions. Development of student services, specifically for community colleges, blossomed with the explosive expansion of these institutions in the 20th century.

Washington State's community colleges experienced growth in a similar fashion, with the majority of the 34 community and technical colleges being constructed in the 1960s and 1970s (WACTC, 2014.) Even during these early years, Washington's community college student services endeavored to establish themselves by publishing the *Student Services Manual* [first edition] in 1977 (WSSSC, 1977.) This early publication was written as a standards guide for student services by the leaders of college departments around the state. It described the scope of offerings made by these divisions and set forth standards to be used by community colleges as they established and developed an appropriate complement of services to best provide for the students of the day. Perhaps, the first publishers were unaware that their actions would set in motion a legacy that would last for nearly 40 years. This Student Services Manual would be published again in 1989, 1998, and again in 2008.

This dissertation and my own growth as a scholar connects with this publication. While engaged with doctoral studies I also became engaged in the 2008, 4th edition of this publication, as I served as the Content Manager/Editor for the publisher from 2006-2008. Now, as the publishers consider a 5th edition for 2017-2018, I am completing my doctoral studies and find myself well-positioned to advise the next iteration of this manual.

The intent of this dissertation is two-fold. First, in Part I, I intend to capture a journalistic account of my involvement with the *Student Services Manual* project. I am providing this thorough telling of personal narrative as a way to capture the educational history of the project. It will preserve a critical moment in Washington State community college history as the field of student services blossomed from being insular, to a new era of being grounded in published practice and visionary with the inclusion and description of needed services for future students. Second, in Part II, I intend to frame the production of the *Student Services Manual* as the solution to a problem in practice that afflicts Washington State Community College student services. That is, *how do we maintain and improve Student Services practice in Washington Community and Technical Colleges through the use of shared standards, best practices, and shared narratives?* While the *Student Services Manual* is not the sole source to address this point of inquiry, it could serve as a launching point for student services administrators to engage as both scholars and practitioners. Finally in Part III, I will submit a policy memo intended to guide the development of a 5th edition as I make a case to the publishers of the *Student Services Manual* to consider a next edition as one solution to this problem of practice.

As mentioned above, this dissertation has close ties to the *Student Services Manual* legacy publication. To facilitate the reader's understanding and scope of this connection, I have include the 2008 version of the publication, Student Services in Community and Technical Colleges: A Practitioner's Guide [4th Edition], in its entirety, as an appendix to this dissertation (Appendix III) This was made possible with the generous permission (Appendix IV) of the Washington State Student Services Commission who has served as the publisher of this document since the first edition in 1977.

Part I

Journalistic Account of Author's Involvement in the 2008 Student Services Manual

Historical Review: Framing the Problem

I remember starting my first job in the Washington State Community and Technical College (CTC) system back in 1995. My first position was as a Program Assistant, a relatively low-level classified position assisting with orientation programming and running a trips and activities series to generate enough revenue to pay my own salary. It was during this year that I first became vaguely aware of the *Student Services Manual*, a decennial publication by the Washington State Student Services Commission or WSSSC. Originally written collaboratively by WSSSC members, consisting of CTC Vice-Presidents for Student Services, the *Student Services Manual*, or the Manual, was something of an operation standards guide describing the functions and needs of student services found in the system. My Associate Dean for Student Life had just used the manual as a reference in a memo to our college leadership requesting new staffing funding for our department. As a new employee, he thought it might be interesting for me to be aware of the manual as a resource and he gave me a copy to keep. I flipped through it, but it hardly seemed memorable. I believe it spent the next several years on my bookshelf as a rarely used resource.

That personal introduction to the manual was not particularly unique. In fact, as I grew in experience as a Student Service professional in the CTC system, I observed this as a very common use of the artifact. It makes sense. The manual was essentially a document designed by statewide Student Services leaders to assist member colleges around the state in bringing up their discreet programs to standard levels. These norms were negotiated by WSSSC members, the publishers, with the intent that after publication it would be a useful political tool. The idea of a codified book of standards was

appealing, in that schools with deficient programs could take the manual publication to their college executive teams and demonstrate that certain areas needed to be bolstered with more staff, space, or resources.

My interest in the Manual blossomed while taking my Educational Leadership and Policy Studies (EDLPS 549) course on Ethnography in Higher Education. I was assigned to design a research proposal on a Higher Education process or group applying some of the methodology learned in the class. My selected topic was WSSSC, the CTC sponsored work group made up of Chief Student Affairs Officers (CSAO) from system; I chose this group because I had been considering a future as a Vice-President in the CTC system. Along the way I rediscovered the *Manual* and started to understand it as a part of the culture of WSSSC, a signature component of this organizational entity of educational leaders.

Eventually, in preparation to respond to my General Examination questions at the end of my doctoral coursework in 2006, I conducted informal interviews of two standing Vice Presidents in the system about the *Manual*. These vice presidents, shared their perspectives on the use and purpose of this WSSSC legacy project. From these interviews, as well as a thorough reading of the publication, I developed a written critique of the *Manual*. Therein, I synthesized the four apparent uses of the publication:

1. It is used as a standards manual and training guide for CTC Student Services Administrators throughout the state, especially new administrators.
2. It is used as a handout for promotion and information at national conferences attended by WSSSC members, especially CSOA leaders and community college presidents.
3. It is used extensively by middle management as a locally-utilized micro-political leverage tool for department administrators seeking to show college funding governance bodies that their service areas are under-funded, under-staffed, and/or under-resourced.

4. It generates a small amount of revenue for WSSSC as at the time of publishing, they are advertised nationally through professional affiliations and sold to other colleges.

My initial scholarly assessment of the *Manual*, as a product, left me unimpressed.

Surely, it had specific use in the CTC system yet, as an aspiring Student Services leader, I could envision more for the document and its utility to WSSSC.

My interest in the *Student Services Manual* would eventually evolve into my doctoral project. Prior to discussing how this occurred, it may be helpful to understand my scholarly interests. Why would serving as a leader in publishing the next manual make sense in the narrative arc of my learning as a doctoral student? What experiences had I had in the Educational Leadership and Policy Studies (EDLPS) program that informed and developed me as a practitioner and led me to my work on the manual? Answers to these questions will provide a conceptual framework that will contextualize my choice of doctoral project.

I have had two primary educational interests throughout my 7-year doctoral journey as I started working on my doctoral project. They have been consistent, reflected in my coursework choices, and have served as distinct lenses through which I look at higher education practice and structures. Many of my assignment choices were made to support and reveal new knowledge in these areas. First, I have deep specific interests in leadership practice and theory. Second, I have a passion for Community Colleges, especially the Washington CTC system. A synthesizing summary of these interests will provide a better understanding of my approach while undertaking my doctoral project.

Part of my motivation to pursue doctoral studies was to better understand the workings of educational organizations from a more macro-perspective. I feel lucky to

have found my life's calling as a student services administrator in my early adulthood; I trace my interest to the profession all the way back to first setting feet on my undergraduate campus and admiring the student leader who gave me my campus tour. It is not surprising that I got my start in my career working with new student programs, orientation, and campus information centers. After more than a decade of training, including a Master's program in Student Development Administration and working in the field as a direct student services provider, I started longing to develop more institutional and systems level knowledge about Higher Education.

As a doctoral scholar, I gravitated towards a course of study that would both enhance my professional acumen and establish practical pathways for developing the systems-level understanding that I sought. Higher Education leadership classes were very attractive. My early years in the Educational Leadership and Policy Studies courses introduced me to theories of organizational change and the importance of holding vision as an educational leader. I was deeply influenced by the work of Peter Senge and his concept of creative tension as a way to activate a person or organization through the application of strong vision (Senge, 2006, page 161.) Utilizing this systems knowledge to empower and motivate colleagues, peers and students in educational settings became a passion. From my EDLPS Perspectives on Policy course, I adopted the practice of multi-perspective analysis presented by Bolman & Deal (1991), and to this day attribute my style of workplace problem-solving to these concepts. In my foundational classes, I used every opportunity to choose paper topics and class projects that would directly relate to my work as a community college student services administrator. As I reflect on this pattern of choice, I realize the importance that integrated and experiential learning had in

my doctoral journey. As I progressed, my areas of academic and professional interest grew more specific and aligned. Ultimately, I developed masterful understanding of theory and practice in Student Services in the Washington State Community College system.

My growing theoretical knowledge provided me access to new experiences as a professional as well as a scholar. Tracing one significant area of growth and learning may elucidate how my doctoral learning progressed in this integrated manner. As I neared the end of my coursework and needed to complete my nine credits of internship experience, I learned from a guest speaker in one of my leadership classes about a program designed by the state to promote and groom current Washington Community and Technical College middle managers for future service as potential executives: Presidents and Vice-Presidents in the community colleges. The program was called the Washington Executive Leadership Academy or WELA. The WELA program was designed and promoted through the Washington Administrative Council (the statewide council of CTC Presidents,) the State Board for Community and Technical College (SBCTC,) and the Association, a SBCTC supported professional development group for general administrators in the CTC system. Each state Community and Technical College selects and enrolls one employee into WELA each year. The WELA curriculum included monthly in-services with homework, meetings, and trainings around the state. WELA also incorporates working with an assigned executive mentor outside of the participant's own institution, and participating in two, week-long retreats to both open and close the WELA experience. While in WELA, I was introduced to the studies being conducted by

the SBCTC that would evolve into the *Tipping Point*¹ research (WSBCTC, 2005). I was inspired and excited to see direct ties between the work I was doing on campus to support student persistence, and those students' potential to thrive as financially successful citizens after college. I worked with my doctoral advisor, my workplace supervisor and my institution to coordinate my WELA experience as my doctor of education internship.

WELA provided amazing access to tour the state Community and Technical College (CTC) system, meet, network, and learn from campus administrators from all areas of CTC governance. Additionally, I received specialized training to better understand the dynamics between Student Services and other CTC division partners that I did not directly work with: instruction, financial services, advancement, and college relations.

The WELA internship experience raised my knowledge and confidence levels to the point that I felt empowered to seek a leadership role in my own state council for administrators of student activities and student resources: the Council for Unions and Student Programs (CUSP.) I believe I was able to become elected president of this statewide governance group due to my enhanced systems knowledge and connections made in the WELA program. In this role, I was able to further capitalize on integrating systems knowledge from my studies with practical application in the field. For example, during WELA training at the State Board for Community and Technical Colleges offices, I participated in a 2-day course that new CTC Presidents and Board of Trustee members receive regarding the structure of statewide governance and how our system interacts

¹ Research conducted by the Washington State Board for Community and Technical Colleges, published in 2005, revealed significant earnings increases that resulted from one year of community college education and an earned certificate from an educational institution. This concept had significant impact on statewide policy and program development in the mid-2000s in Washington State.

with the Washington Legislature and other policy-making aspects of the State. As CUSP president a year later, our council was challenged by the CTC college presidents and the SBCTC to increase student leaders' role in state legislative activities. Due to my internship experience, I proposed that students have the opportunity to receive that same legislative training that was provided to me in WELA. This proposal led to CUSP and the SCBCTC founding of a new statewide Student Legislative Academy: a two-day legislative and student organizing retreat in Olympia now in its 9th year. Students now have a more established voice in SBCTC legislative activities. We now host four annual statewide student legislative training retreats annually and I have shepherded in a new statewide student legislative organization to carry on the legacy of this work. These experiences of holding statewide office, serving populations outside of my discreet college, and implementing new offerings as a scholar and practitioner set the stage for my moving into a role working on the *Manual* as a doctoral project.

Another, just as important, motivator from my doctoral work that guided me towards working on the *Student Services Manual* was realizing that there was an under-studied and under-theorized research gap regarding one of my primary academic interest. I was relieved to learn that I was not the first scholar to notice the low representation of student services literature pertaining to community colleges. This is even substantiated in Cohen, Brawer & Kisker's critique of the seminal student affairs textbook series, *How Colleges Affects Students* (2005,) easily identified by almost every scholar and practitioner in the field of higher education Student Development. They say, "only a few dozen studies that include community college student data are among the more than 3000 reports cited by Pascarella an Terenzini in their successor volumes, *How College Affects*

students. Thus, according to those who studied effects of postsecondary schooling, nearly forty percent of American's college students, the proportion rolled into many colleges, were for many years not even important enough to tabulate (Cohen, Brawer & Kisker, 2014, page 359.)

As I advanced towards my general exams and participated in conversations with my doctoral committee members regarding my potential candidacy, I was clearly articulating my growing academic interest in how organizational change happens in community colleges, and specifically in the areas of providing non-academic services to students. It was not a surprise to receive a question from my doctoral committee on my general exams regarding this interest. I saw it as a great opportunity to broaden my systems knowledge on Community Colleges.

What I found was a distinct lack of synthesized and researched data on Student Affairs models and organizational analysis for community colleges. There were many models and theories to guide the field of Student Affairs (a more generalized term that is used interchangeably with the more localized term of Student Services) but, as I started reviewing the literature, the preponderance of journal articles and books addressed these topics generally, as though they could be used in any Higher Education environment. However, my doctoral experience had consistently led me to believe that Community Colleges, and the Student Services practiced within, are too different from our 4-year counterparts to reasonably expect the same results when using theories and practices applied from research conducted at 4-year institutions and universities. Yet, times are changing. Four-year models of practice may no longer have to apply to community colleges, if alternative models could be developed specifically for these schools.

I have speculated on the reason for this under-theorized and under-studied aspect of Community College Student Services. One reason might be that Community Colleges are set-up to be teaching institutions as opposed to research institutions. I believe this attracts and germinates more of a “practitioner” and “applied theory” mindset, not only for instructional staffs of our community colleges, but also for our administrative personnel. Another reason this under-researched environment developed may be due to intellectual proximity between Student Affairs graduate programs offered at the nation’s universities and the fact that these scholars must leave their campuses to conduct research at community colleges. Perhaps, there is an element of “studying what you know” going on within the Student Affairs graduate programs in the United States. Another possibility for this phenomenon might be that, as Community Colleges are not typically research institutions, they may not be affected by societal pressure to publically explain and understand their practice in the same way 4-year schools and universities are.

Regardless of the reasons, as I prepared for my doctoral general exam responses, I was able to locate many descriptions of practice related to Community College Student Affairs, but very little organization or institutional development models or theories based on research conducted at Community Colleges in student services divisions. Knowledge of this under-researched topic was one of the reasons that I thought working on the *Student Services Manual* project for the Washington State Community and Technical Colleges system was appealing. I thought, with the right leadership, this project would provide an opportunity for my colleagues and peers around the state to create an artifact that would be both a practical tool and scholarly contribution to the field.

Around the time I was writing my general exams, I read a memo from the Washington State Student Services Commission (WSSSC) announcing the formation of the *Student Services Manual* Committee and seeking volunteers. Again, the *Manual* is a manuscript that is published about every ten years by WSSSC describing the services and functions for students offered at colleges statewide. The 4th Edition Student Services Manual project started in April 2006 when I was preparing to meet with my doctoral committee in preparation for general exams the following month. My committee chair asked for three research options that might develop into a dissertation project. The first two options proposed small research studies that would further my research interests. The final proposal was to contribute to the newest version of the *Student Services Manual*. Ultimately, my committee and I decided that it would be the best project choice in that it would mesh well with my work duties and professional development plans as an educational administrator at Highline Community College.

I had been in the Community College System in Washington State since 1995. I had been serving as an associate dean in student services for the previous six years. During that time, I had been asked to take increasingly involved leadership roles both on my campus and in the state system of our collective community colleges. My professional development assessment plans had me scheduled to take on a statewide leadership role in my forthcoming assessment period. I thought the student services manual project that would provide both this leadership experience for my job and serve as my dissertation project.

In this vein, I made the following early study proposal to my doctoral committee in April 2006.

“Every ten years, the council of CTC Student Services Vice Presidents gather representatives from a sample of Student Service department directors to create a *Student Services Manual*- a nationally published book of standards and practices found in Student Services departments around the state. This committee is just now being assembled for the next publication cycle. I am interested in proposing a new section in this handbook on the development of new programs and would like to suggest including not only program standards but also leadership standards for promoting innovative Student Services environments. Such a project would require the development of a new model of suggested management techniques based in research and a survey of best innovative practices with the CTC system. Original and meaningful standards of innovation would have to be developed in order to strengthen the submission to the handbook and ensure relevance in the field.” (Brown, Personal Correspondence)

This paragraph led to the start of my work with this legacy project for the state.

Undertaking the Legacy Project

As a practitioner approaching this project with the vantage of a scholar, I knew that there was much work to undertake. Previous editions were written without references to outside resources that grounded the practices of student services professionals in the state. As well, it seemed that the *Manual* authors chose to be universally inclusive of all the service programs throughout the state, as opposed to highlighting programs that were perceived as progressive or that could serve as models for program growth and development. The result was a document that was not necessarily focused on the best practices and highest quality programs in the state, but rather gravitated towards describing the most common practices. I realized that perhaps I could take what I had been learning in my education studies at the University of Washington and use this forming manual committee as a forum to contribute to the improvement of this aspect of the publication in its 4th edition.

To prepare myself for a possible role on the forming committee, and learn more about the manual, I revisited my conducted informational interviews with the two Vice

Presidents for Student Services mentioned above; they were both involved in the previous publication in 1998. I also found copies and read the two previous editions of the *Manual*. Through these interviews, my own reflections as a practitioner, and a thorough critical review of the 3rd edition, I developed a written critique of the *Student Services Manual* that I planned to use as a foundation to any involvement with the project that could develop.

Getting Involved in the Project

As the first meeting of the Manual Steering Committee was approaching in November 2006, I contacted the newly named Project Coordinator, Rich Haldi, Vice-President for Student Services at Everett Community College and long-time member of WSSSC. Although I held membership in one of the councils that was asked to send a representative to the Steering Committee, I asked Mr. Haldi if I could attend as an independent individual with an interest in contributing to the *Manual* as part of a graduate project. He graciously accepted my self-invitation and I went on to attend the first meeting.

During this first meeting I discovered that the production of the *Manual* would be not only an academic endeavor but also a challenging task of managing multiple interests. The steering committee was constructed of WSSSC members (representative Vice Presidents of Student Services from around the state) and one representative from each of the eight councils that report to WSSSC. Of the roughly 18 people named to the steering committee 12 people showed up to participate. Most people were clear that they were hoping that their “administrative role” on the steering committee would allow them to avoid any substantial tasks of writing for the forthcoming project. I also realized that all

of the steering committee members, and later the chapter authors as well, were offering their assistance to the project on a voluntary basis. The proposed work on the *Manual* was considered tangential to their regular job functions. It became clear that no participants had the *Manual* as a high work priority or were being asked to do this work by their supervisor at their campus. Rather, most people came to this project willing to help, but also protective of their time commitment. In this way, the committee was different than others I had experienced. I realized that regardless of the decisions and agreements made at the table, individuals had little more than their word holding them accountable to their commitments.

A majority of the first meeting was scheduled to cover an overall review of the project. As Chair of the meeting, Rich Haldi, was also serving as the named coordinator for the entire project by WSSSC. It was discouraging that although all the steering committee participants were aware of the *Manual* and had probably read sections that pertained to their service area (some had even served as authors in previous editions), no one besides myself had done a comprehensive overview of previous edition's content, uses, strengths and weaknesses. Given that I came prepared to dialogue and contribute to the discussion as the last *Manual* was reviewed, the project coordinator became aware that I was prepared with a critique. Unexpectedly, I was soon leading the discussion on the manual review and my prepared comments were functionally adopted as a starting point for the next edition. By the meeting's end, I found myself re-explaining my independent connection to the *Manual* steering committee as a possible dissertation activity. As I left the meeting, Mr. Rich Haldi asked if I would consider returning to later

meetings to assist in the *Manual's* 4th edition content development discussions. I was happy to formally join the 2008 *Manual* steering committee by agreeing to his request.

Meetings from that November 2006 until the next major development in June 2007 started to occur about every six weeks. To increase involvement and attendance we decided to hold ITV (interactive television) meetings with multiple sites reporting in via video conferencing. Due to the geographic central location and the ease of setting up such meetings at my school, Highline Community College, I started serving as the host of steering committee meetings working with the Chair on logistics and ensuring that business would conduct smoothly. Upon reflection, this added to my leadership role on the steering committee as well. I no longer was merely serving as an independent representative with a strong interest in the content of the *Manual*, but then also assumed the role of the meetings' logistical coordinator.

The meetings and rich discussions on the content of the forthcoming *Manual* were telling of past difficulties and challenges while also opening us to a hopeful and collaborative team that we aspired to become. The WSSSC members came with the perspective of the publisher, desiring a macro-level product that would generally show-off and describe student services work to non-student services co-workers and out of state colleagues. Council representatives came with protective attitudes and specific objectives for their involvement; they seemed to care little about the overall manual but wanted much involvement in any content area related to their representative faction. As I started to functionally emerge as the leader of the manual's content development, I often found myself in a facilitating mode, trying hard to maintain clarity of the multitude of interests represented in the room. Overcoming the past was difficult when it came to

content discussions. I learned that the last edition did not credit contributing authors of chapters or necessarily involve them in revisions. Understandably, there was an early undercurrent of mild tension between vice president and council-level committee members as a result that had to be taken into account as new processes and content development were being discussed and teamwork norms and trust in the committee evolved.

New Chapters and Sections

By the late-March 2007, my original intent for my involvement with the manual started to change. Originally, I was only intending to propose new sections in the *Manual* dealing with the development of new programs, improved program standards, and identifying leadership standards for promoting innovative student services environments. From the perspective of my leadership role within the group, I began to realize that my proposed changes were not being universally embraced. Some steering committee members started to predict that they were going to be drafted in the coming months serve as chapter authors, some were interested in not expanding the size of their forthcoming writing assignment.

My own efforts in trying to bring a spotlight to the publication in areas of needed innovation met with mixed reactions. I still remember some of the responses to my proposed additions; from apathy to wariness. There was a great deal of negotiation and passionate discussion about what should be included in the manual and how it would be structured. Eventually, my initial proposals morphed in our group discussion to become the new chapter sections called “future directions” and “best practices.”

The steering committee, through this negotiated process, developed the publication structure and determined the plan and scope for new content. The outcome of these conversations can be seen in the table below, showing chapters included in the 1998 version and the chapter topic decisions made for the 2008 4th edition

TABLE I: 1998 and 2008 Included Chapter Comparisons

Chapter and Format of 1998 Manual	Chapter and Format of 2008 Manual
Introduction	Introduction
Chief Student Services Administration	Student Services Administration
Admissions, Registration & Records	*Admissions, Registration & Records
Advising/Educational Planning	*Advising/Educational Planning
Career Development & Employment Services	*Career Development & Employment Services
Child Care	Child Care Services
Counseling Programs	*Counseling Services
Disabled Student Services	*Disability Support Services
Financial Aid Services	*Student Financial Aid Services
Intercollegiate Athletics	Athletics and Recreational Sports Programs
Multicultural Student Services	*Multicultural Student Services
Student Programs	*Student Life
Tutoring Services	Tutoring and Learning Support Services
Women's Programs	*Women's Programs
Program Evaluation	Student Learning Outcomes
Funding for Student Services	Funding and Resources for Student Services
The Washington Community and Technical College System	The Washington Community and Technical College System – including: articulations between student services and instruction; advancing & advocating for legislative issues; Workfirst; Opportunity Grants; I-BEST; Gates Foundation; Achieving the Dream; and Running Start
The Washington State Student Services Commission	*The Washington State Student Services Commission
Directory	Directory

	Student Rights and Responsibilities including Student Discipline and FERPA
	Online Student Services
	TRIO Programs
	Veterans Services
	International Student Services
	Lesbian, Gay, Bisexual & Transgender (LGBT) Programs and Services
	Strategic Enrollment Management including outreach & recruitment & retention etc.
	Bibliography used for the publication

* indicates chapters that were supported by a state council or working group

Key decisions negotiated in the discussion of chapter inclusions are easily recalled, especially for new proposed chapters describing student services for special populations that were not universally being addressed similarly at all 34 Community and Technical College (CTC) campuses. Specifically, chapters on LGBT (Lesbian, Gay, Bisexual and Transgender) student services and Veterans student services were added to the list after serious discussion about their potential worth to the publication. For both of these offerings in 2007, it was extremely rare to have entire departments or service areas devoted to the provision of services for these student groups in our CTC system. As well, there was concern that there were other sub-groups that were not being included, such as Running Start² students and students coming to colleges as Washington Achiever's³ with the assistance of Bill and Melinda Gates Foundation scholarship funding. In the end, the steering committee selected the new chapters as presented and used the chapter on the

²² Running Start is Washington State public high school and college offering dual enrollment allowing students to complete their secondary degree and college level credits simultaneously.

³ Washington Achiever's (more currently, the College Success Foundation or CSF Achiever's) program that supports and guidance low-income students to successfully navigate their high school years and the transition from high school to college.

State Board for Community and Technical Colleges (SBCTC) as a clearing house for programs and services that are statewide but did not warrant full chapter write-ups. The two mentioned chapters above were included as full chapters, largely due to strong advocates on the steering committee and to arguments that both student populations were documented to increase during the next decade. This turned out to hold true as one could show significant increases in the development of program offerings for both veterans and LGBTQIA programs since publication in 2008 across the CTC system.

Further, the steering committee negotiated new chapter sub-sections for the manual. As seen below, one will observe the expansion of expectations in each chapter that reflected the desire for changes by both myself and ultimately the steering committee.

TABLE II: 1998 and 2008 Chapter Sections Comparisons

Chapter sections - 1998 Manual	Chapter Sections - 2008 Manual
Mission	Mission
Services and Functions	Services and Functions
Physical Facilities	Physical Facilities
Staffing Levels and Organizational Structure	Staffing and Organizational Structure
Future Directions and Challenges	Quality Indicators
	Best Practices
	Challenges
	Future Directions
	Bibliography and Resources

Again, initially I was hoping to only enlarge these sections to reveal excellence in leadership and innovation in our system by providing examples of practice. The steering committee used some of these new ideas and abandoned others. For example, at our February 2007 meeting, I proposed that each chapter supplement the *Services and Functions* section descriptions with a new section that would highlight the extraordinary work of departments around the state. I noted that the *Services and Functions* sections in previous manual established minimum thresholds of performance and that an additional

section on *Standards of Excellence* be added. Although the committee conceptually agreed, they thought writers and readers of the *Manual* would be most interested in a section on *Quality Indicators*. I would come to get used to this type of conceptual evolution as I got more involved in the project. In the end, the *Manual* would contain the work and thoughts of several hundred individuals, and these types of synthesizing ideas became the norm that contributed to a product that aptly represents and honors a blend of the contributors' efforts.

Negotiations aside, it soon became clear that the people most willing to invest their time in the production (e.g., chapter writers, designated leaders, publisher representatives) started to have the more voice regarding the direction of the publication. I realized that if I wanted a significant leadership role in the product I would have to claim a significant leadership role in not only the steering, but the production of the *Manual* overall. Luckily, this opportunity arose shortly.

Becoming the Editor

About this time, the steering committee decided that what was most needed to improve the content of the 4th edition was clear and precise chapter writing instructions that would: a) clarify the context of the project; b) describe the intended audience; c) prescribe common chapter sections, length and style specifications; and d) provide overall support to the writers in their task. Given my leadership on content development discussions, it was no surprise that my name was put forward to write and coordinate the roll-out of what would later be called the *Student Services Manual Writer's Guide* or the *Writer's Guide*. The Project Coordinator saw this occurring and following the meeting asked if I would consider serving as the Editor for the entire publication. After

consulting with my UW academic advisor and informing my doctoral committee of this turn of events I went on to accept the role and began my first major project milestone: the recruiting and training of chapter authors.

The *Writer's Guide* (appendix I) was written in May and June of 2007. The guide itself was a challenge to create mostly because my limited time had to be split between writing the guide and recruiting the pool of chapter authors that was beginning to form. Typically, the people coming forward or being asked by the steering committee members to serve as chapter authors came with long histories of excellent performance in their service areas. Many were also nominated by peers as the members of sub-councils of WSSSC. Although all writers seemed to have a lot of experience, usually as a director level leader of the particular student service they were writing about, the level of comfort and fluency in the task of writing for the manual varied from person to person. Although most authors had at least Master's degrees and some had experience in writing for a broad audience, everyone wanted clear guidelines for how they would approach the task of writing their chapters. My first draft of the *Writer's Guide* was critiqued by members of the steering committee as looking too much like a course syllabus and a writing assignment. I acceded to the committee's wishes in this matter, and the guide was softened to appear more accessible to the volunteer author pool. The resulting guide and corresponding training session had a friendly and honoring tone for the authors, but also clearly instructed authors to the style, tone, approach, length and section expectations for their chapters.

The *Writer's Guide* content was developed with the aid of a number of sources. First, it was important to establish the tone and expectations for the project. These were

developed during steering committee meetings, but not clearly recorded until they appeared in the guide. An early editorial decision was made in May 2007 as we decided to use American Psychological Association (APA) 5th Edition guidelines for the drafting of the manuscript. This was a challenge as most members of steering committee felt that a general reference to APA style was not sufficient to guide the product of the manual submissions. Therefore, I was tasked with condensing the APA style into a meaningful, yet concise guide. Aid in this task came from the University Library APA style guide found on the UW Libraries website (original version no longer accessible). This truncated APA style (condensed to 2 pages of the guide) was effective in getting authors started in the right direction. This occurrence was part of a recurring theme in the overall project; a norm was developing that if one was bold enough to make a suggestion about the content or improvement to the *Manual*, there was a latent assumption that that same individual would implement the suggestion. Whereas this norm allowed me tremendous access to the project overall, it would later have to be modified to elicit the teamwork necessary to get tasks complete.

Also included in the *Writer's Guide* were instructions on how to ground one's writing in current literature. The steering committee was certain that the *Manual* could be improved if authors were expected to cite literature that supports and directs their practice. This expectation was introduced and articulated in the *Writer's Guide*. The guide also provided brief chapter section descriptions that provided the intent, and guiding questions to help the author formulate and approach their task. Finally, the *Writer's Guide* listed due dates and my contact information so that I could provide assistance and support during the drafting process.

I was officially introduced as the editor for the *Manual* project at a meeting of WSSSC and WSSSC Council leadership in late June 2007. This meeting was made in conjunction with the first Student Services Handbook Authors Training, a two-hour seminar on the *Writer's Guide* and corresponding PowerPoint presentation that I developed for the training. Half of the authors were selected in time to attend the training. It was well-received, and the attendees were able to provide feedback that led to some additions to the guide. Mostly, these additions were made in the areas of using accessible language and providing more precise language in the section on use of capitalization. After this meeting, all of the editorial decisions were formally transferred to me and the steering committee commenced with the logistical aspects of production.

The summer months of 2007 were spent working with author questions, along with recruiting and training remaining chapter authors. The trainings became smoother and shorter with repetition. As trainer and editor, I did not fully expect how relational this work would be. Typically, the authors would reserve their questions for the time when they were actually writing their drafts. However, several efficient and proactive authors wanted private consultations with me prior to starting their task. Often, they wanted advice about their approach to the writing of a particular section in their manual. Slowly, I became more aware of the many “hot button issues” needed to be acknowledged with sensitivity before some authors felt ready to write. One example being a chapter that needed to somehow address differing approaches to practice. These consultations were often educative for me and required further reflection and consultation with the publisher prior to a confident response.

As well as training the authors, I was engaged in helping to locate authors for the final few planned chapters that were yet to be assigned to individuals. In August 2007, I was searching my broad network of higher education community college professionals and with members of the WSSSC to locate authors for the following chapters: Child Care Services, TRIO Programs, International Student Services and Tutoring & Learning Support Services. I gained a deeper understanding of our system in my search for these authors, and in retrospect, I am not surprised that these chapters were the ones that posed challenges when it was time to find authors. Each of these services, although relatively common system-wide, do not share an official state sponsored council that coordinates state practice and policy within the WSSSC governance system.⁴ In the case of childcare and TRIO programs, advisory councils are formed by region, not by the state, and tended to have great levels of inter-agency involvement. Tutoring services often fall under other college divisions (e.g., instruction, student services, or continuing education); its unpredictable placement in college governance systems lent to its lack of coordination among state partners. International student services also do not have statewide coordinating body, although they tend to all be members of a regional organization that collaborates with marketing the northwest regions and provide collegial support for international advising. This was a surprise to me as there seemed to be such a norm of collegiality among most student services departments within the CTC system. However, I learned that the business competition for international students in CTC system has created hesitancy in the type of information sharing and coordination typically found in

⁴ For example, TRiO Support Services are provided at many schools around the state. Yet, as their funding, coordination and oversight is managed from the US Department of Education, the state has not designated a statewide council similar to other typical student services areas, such as: CUSP (Council for Unions and Student Programs) for the coordination of student activities and leadership directors, or ARC (Admissions and Registration Council) supporting admissions directors and registrars in the CTC system.

other WSSSC councils. In each of these four service areas, authors were hard to find due to the fact that people were hesitant to speak on behalf of services for the entire state system. Added to the pressure of writing about a larger system that they might not be comfortable with representing, they were unsure if they knew if others in the system would be offended by the author's generalization about the overall system. In most of these cases, our editorial board members had to help the authors find other professionals in the system to serve as co-authors or reviewers. For the authors that were writing as representatives of a council, this review was built into the review and writing process; overall, leading to a typically better draft submission from those chapters.

With chapter draft submission due dates on October 15th, 2007 (for chapters not written on behalf of WSSSC councils) and on November 15th, 2007 (for council represented chapters) much of fall was spent in coaching and retraining chapter authors and designing an editorial process. I decided that our steering committee governance patterns would be unwieldy when it came to reading chapter submission. I got the idea to form an editorial board of WSSSC and steering committee members that would be small and efficient. I started designing a system that would first establish strengths or identify deficiencies of the chapter submissions. By October 15th, the first deadline for submitted chapters was upon us, the real learning was about to begin.

The Editorial Process

October 15th came and went. Roughly 60% of the expected drafts had not arrived within a week of the first deadline. As editor, my anxiety was high as we planned to have the chapters' first review done before mid-December. Most of the late first round chapters were from non-council represented authors. As well, most were written by CTC

vice presidents in the system. It was awkward to call these vice presidents and inform them that they had missed their deadline, then negotiate a new one, and still feel comfortable about keeping the overall timeline for the project. Some of the non-submitted chapters had got a late start due to not having an author selected on timeline. I realized that with all the requests for extensions, in addition to the needed follow-up calls to the chapter authors, it was not possible to start an editorial process until the mid-November final deadline for all chapter submissions for both council, and non-council, affiliated chapters.

During this month of delays and extensions, I focused on finalizing designs and functions of the editorial process. I began with formally establishing an Editorial Board to the Steering Committee. I assumed that not all of the people who had been assigned to the steering committee would be interested in serving in the editorial process; this assumption was correct. After a discussion about possible membership of the Editorial Board, it was decided to have a six member Editorial Board consisting of three WSSSC members, two council representatives and myself, serving as the Editorial Board Chair. This decision was worrisome at first, as WSSSC was the publishing agency and secured a majority of voice on the board assuming I would serve as an impartial leader. The tension I felt grew from my knowledge of the rocky editorial process from the previous editions. I had heard accounts from the WSSSC Project Coordinator, that for previous versions, the editing process had been completely managed by WSSSC members. I was nervous that WSSSC might fall to revising without consulting chapter writers. Ultimately though, the committee balance of WSSSC members and council members turned out to be very helpful. Due to their executive level positions, WSSSC members

brought a macro-level perspective to the editing work. I would soon discover that a desirable characteristic for an editor of this manual was generalist knowledge regarding student services. The council representatives often provided great insight to their specialty areas, but the WSSSC members of the Editorial Board often had the perspective to recognize chapter deficiencies and weaknesses, as well. And finally, with heavy WSSSC representation, the editorial board garnered the political influence needed to request chapter revisions and other time-sensitive actions from the authors.

Learning from my experiences with the Writers' Guide, I knew that the tasks of the Editorial Board members would be facilitated by having clear guidelines and a concise process for reviewing submitted chapters. I had gotten much positive feedback on the *Writer's Guide* for the *Manual*; therefore, I set out to create an evaluative rubric that would correspond to writing guidelines which could be used by my editors to evaluate the chapters. I created an Editorial Checklist Form (appendix II) to correspond with the *Writer's Guide* aiding in the assessment of whether or not the content expectations of the *Manual* were being met. Each chapter submission would go to an editorial board member for a review against this rubric, then it would be sent back to me and one other member of the Editorial Board for confirmation and calibration of the first reviewer's evaluative comments. The checklist was designed to guide an editor through the task of a comprehensive and evaluative review of each subsection of a given chapter. I planned that each submitted chapter would be assigned to a member of the editorial board for review. As well as serving as chapter reviewer, I would compile and monitor editorial comments and chapter changes. I also planned on maintaining my relationships

with chapter writers, serving as their primary information contact, figuring that some chapters would need revisions or additions.

As the final chapter deadline of November 15, 2007 came and went, I knew that this project was going to be much harder than I anticipated. Only 50% of the total drafts were submitted by the deadline. As editor, and the individual that received chapter submissions, I again was reminded of the volunteer nature of our writing assignments. Although authors were responsible for getting their submissions to me, there really were no systems of accountability for late submissions; some authors even admitted later that their campus supervisors were unaware of their participation in the project until after publication. Moving forward, I called all outstanding chapter authors to request submissions no later than December 3rd and sent out assigned chapters and editorial checklist forms to my editing team.

The low-point of the manual project occurred during this mid-November through mid-December period of 2007. I was struck hard by the realization that although all the submitted chapters had strengths and weaknesses, there were general concerns about the quality of the content and quality of the writing. Aiming for an excellent product, I knew that we would need equal quality control for both aspects of the *Manual*. Given the growing nature of content quality discussions, especially from my WSSSC editors, I knew that much of my time would be needed in the content editing. With a then newly announced publication release date of April 17, 2008, outstanding submissions from authors, and concerns around content quality control from early submissions, I started to despair. I felt that there was no way that the manual would be completed on time.

More submissions and a key editorial meeting during the week of December 17th 2007 provided a momentum turning event with the first full meeting of the trained editorial board. By this meeting, all but five of the chapter first drafts had been suddenly submitted. Ten of the submitted chapters had been reviewed by at least two editorial board members and were returned to me. We found ourselves at a point where we could appropriately assess our process to see if we could maintain progress for an April 2007 publication date. We held a lengthy editorial board meeting that led to a number of decisions. First, it was determined that WSSSC members (all Vice-Presidents for Student Affairs from various Community Colleges) needed to provide collegial pressure to their authors at colleges where submissions were still outstanding. This action allowed us to receive the final outstanding first draft submissions by January 2, 2008. Next, our editorial board discussed the hiring of a copy editor to assist with developing an aligned “voice” and common writing style for the entire manuscript. This decision radically expedited production, as the copy editor was able to focus solely on editing for excellent written presentation, leaving the editorial board with the still daunting task of honing in on the content of submissions. Finally, the editorial board agreed to continue reviewing submissions and re-submissions over holiday break. This allowed me to quickly make a series of effective editorial visits to chapter writers before schools functionally shut down for holiday break. This provided me space to do another flurry of maintenance tasks to prepare for the next Editorial Board meeting on January 2nd. This strong teamwork push and shared vision on the closing deadline allowed us to return in the 2008 New Year thinking that we might just finish on time.

December was a flurry of *Manual* activity. As a representative of WSSSC, I was making phone calls to supervisors of delinquent chapter authors asking for assistance in getting prompt submissions and responses for re-write suggestions. Also, I was reviewing all chapter submissions and evaluating editorial board members' suggested edits on their reviews of chapters. I was providing editorial feedback and suggestions to chapter writers as they were vetted by the Editorial Board. Finally, I was looking for a suitable copy editor and writing a proposal for their scope of work. Although my editorial board was in support of hiring someone to work with getting the writing aligned and consistently styled, I was informed that the expense was not budgeted by our publishers and that I would need to propose the cost for approval at a special January meeting of the WSSSC Executive Council who held budgetary control over the project.

Early January 2008 provided new milestones in our process. My sabbatical away from my daily position at Highline Community College began in the New Year allowing me to radically increase the amount of daily hours used for editing and organizing chapters. Further, while I was working with my Editorial Board over break, the Project Manager for the production of the *Manual* had located a graphic designer to work with the layout and photo placements. Meanwhile, we coordinated a call for photos from our 34 Community Colleges that could be used in the final publication. My goal was to process five editorial reviews each day and I was typically able to get electronic revisions of the drafts back to chapter authors or editorial board members within 24 hours. I was spending 5-6 hours a day, editing and making revision suggestions, and 3-4 hours each day in meetings, or working on the administrative components of the project. In January

2008, we experienced the heaviest workflow month for all parties working on the content for the *Manual*.

At a January 17th extended meeting of the Editorial Board, the project manager and I meet with our graphic designer with information from our printing contractor. It was determined that to meet our April 17th publication release date, the book would need to be to the printers by March 14th. Our graphic designer needed two weeks to create a draft of the book and I desired five working days for proof editing of the final draft. All of these timelines proscribed that the finished manuscript had to be delivered, in as print-ready condition as possible, to the graphic designer by February 18th. A month was left and all the needed components to complete were arranged. This largest remaining challenge was working against the clock and chiseling out the time allowed to complete the task.

As mentioned, the chapter submissions varied greatly in their content quality. Conceptually, I divided the submitted chapters into almost even thirds. The top third of the chapters came in strong and well-written. They utilized current literature references to ground their practices and gave some rationale and justification as to how the chapter writers went about selecting the best practices they highlighted. The middle third of the chapters came in with content deficiencies. Often there were required sections that were missing or modified beyond recognition by the editorial board reviewers. Middle third authors responded to coaching and feedback and were able to make their chapter worthy of publishing through several drafts and reviews by the editorial board and myself. Lower third chapters were poorly written and contained major conceptual challenges. As anticipated, these chapters required major intervention and personal attention of our

editorial team. For some of these chapters, the editorial board had to provide ghost-writing services or find additional authors to strengthen the chapter to a publishable level.

Getting each chapter to a state worthy of publishing was clearly a daunting process. Over 300 project files were generated to support the organization of drafts, revisions, and chapter proofs that were created. Just as interesting though, was some of the organizational dynamics that were played out in this stage of the process. Unpacking the developmental stories of three particular chapters may help elucidate some of the organizational, relational and political dynamics that were at play during this stage of the project.

The Final Days

Submissions of the manuscript were delivered to the graphic designer on February 18, 2009. Further, after noticing the natural breakdown of quality in thirds, I arranged to send semi-final drafts to our copy-editor in three batches, as well. These were delivered on January 18th, January 25th, and February 5th. Full manuscript development was set for the week of February 11th. I arranged with Seattle University's Student Development Administration program, which was teaching a class on community colleges that quarter, to have three graduate students serve as proofreaders of the manuscript for any errors, or inconsistencies that may have been missed over the development process. I was amazed to find myself on timeline with a completed manuscript ready to go into production.

I really was caught off guard at this point; I thought that I would be able to step back from the production of the *Manual* and return to other work. I could not have been more wrong. The next month was filled with Manual Steering Committee Meetings to accomplish any number of tasks that seemed outside my scope of anticipated work:

selecting the title, approving photo placements, approving chapter order, negotiating a table of contents, debating the addition of a printed bar code, and registering the publication for sale. Most unexpectedly of all, I found myself proofreading the *Manual* publication drafts. I was surprised to find out that it is very common that words vanish as text is transferred from manuscripts to layouts. Not anticipating this need, I disbanded the editorial board prior to learning of this task and was left with many hours of comparing manuscript pages to the publication drafts.

The last official meeting of the *Manual* Steering Committee was on March 12th, 2008 to present the final, proofed, production draft to the group. During this meeting, I was given the floor to reflect on the project and found myself speaking to three themes that came up in project that still seem relevant to my learning.

First, I was struck by the almost constant rich relational dynamic flowing between the process of this work and the relationships that were needed accomplish the task. This occurred at almost every level of the project's production: between members of WSSSC, among the council-selected chapter writers, and even between myself and the Project Coordinator, Rich Haldi. By the end, the *Manual* meant more to me about relationships and less about the product.

Another theme was one of evolving complexity: nothing was simple. Even the best chapter draft submitted to me went through three revisions before publication. One reason for this may have been the ambitious nature of the project that never really occurred to me until the end. We were attempting to describe and represent the work of hundreds of state agency offices; no matter how sure we were that we “got it right” there was always a different perspective to be found to enhance and strengthen our project.

Finally, there was a leadership theme to my work on the project. Although it started with a desire to strengthen the conceptual understanding of our work and define excellence and best practices, I ended up learning a great deal about leadership and organizational dynamics in action.

The release of the final publication occurred in Yakima, WA on April 17, 2008 at WSSSC's triennial All-Student Services Conference. Every three years, all the state-wide Student Services Commissions and Councils meet together for idea exchanges and professional development. The previous editions of the *Manual* had traditionally been unveiled at these conferences. Each school received a copy of the *4th edition Student Services in Community and Technical Colleges: A Practitioners Guide* (Appendix III,) also referred to as the *Guide* or *Practitioner's Guide*, and were given additional copies that were ordered in advance by WSSSC members for their campus administrators. At the unveiling of *Guide* during lunch that day, the 450 conference attendees were introduced to a new publication that appeared to have surpassed previous editions. For my service to the commission, I was awarded with the WSSSC Excellence Award for 2008.

Upon returning to my regular work in late April, I still did not dodge the burden of being so closely involved with *Practitioner's Guide*. I was interviewed for a book review and also was asked to present on my project to the Highline Community College Board of Trustees at their May 2008 meeting as a requirement for my sabbatical release time. In fall of 2008, I was asked to manage the distribution and advertising for the publication. I felt incredible pressure that my dissertation work was delayed by all of the

follow-up tasks associated with the editorial project and I therefore declined further work with the *Guide* and started severing ties with the publishing team from WSSSC.

Although there were failed re-starting attempts along the way, momentum on the *Guide* product reflection for my dissertation started flagging around January of 2009. Getting the overall project completed and published was an incredible relief, but the three-year debt of time and attention away from my workplace and family felt urgent to address. I felt myself pulled to focus on all other involvements outside of doctoral completion. And yet, I never agreed with people in my life who observed my actions and assumed that I had quit or dropped out of my doctoral studies. I fiercely held to my identity as a doctoral student knowing that I would return to the work of completion when the time was right. It took until September of 2014 before I was able to re-address this topic, unpack this story, and use the knowledge to inform both myself and the field of CTC Student Services with this reflection and dissertation.

Part II

The Student Services Manual as a Solution to a Problem of Practice

Reflections for the Next Edition

Impact of the Practitioner's Guide

Overall the publication was a source of empowerment for student services in the Washington Community and Technical Colleges. WSSSC reported that publication was picked up as a textbook for graduate programs in three different states. This news, and published book reviews for the *Practitioner's Guide* (Raspiller & Bucher, 2009) brought some positive attention to our state system. I was excited to see how the *Guide* was being used practically in Student Services office around the state. Many professional colleagues commented on the improvements made in this 4th edition and described it as useful in leveraging change and increasing empowerment among student services professions in the CTC system. The *Journal of Student Affairs Research and Practice* reviewed the book in 2009 saying,

With 37 contributing authors, representing many of the 36 community and technical colleges and eight Washington State Student Services Commission (WSSSC) councils, the WSSSC has again produced an outstanding “must read” for student affairs professionals, other administrators, and faculty in Washington’s 2-year colleges and beyond. The 4th edition represents a comprehensive guide to the myriad student affairs programs and procedures from admission thorough graduation and job placement offered by these institutions.
(Raspiller & Bucher, 2009, page 364)

Now with seven years past since the publication, it is easy to look in hindsight and see some of the ways that publication made a difference.

Since the publication was meant to stretch the thinking of professionals and the Student Services we provide, one impact measure would be to look at the growth of offerings, especially in those areas that were not commonly offered back at the turn of the century. Two such programs would be in Veterans Services and LGBTQIA services. As

the editorial board was determining the chapters for the *Practitioner's Guide*, there was significant debate whether or not these two chapters should be included, as it was thought that they might undermine established programs that were already struggled for funding, such as Women's Programs and Multicultural Affairs programs which had witnessed declining resources around the state during the time of the publication. In the end, the Veterans Services and LGBTQIA Services chapters were included, providing a map within the CTC system in the suggested needs and resources needed for such offerings. Currently, there is a statewide movement to develop specialized Veteran Centers on most campuses to attract and better serve veteran students. At the time of the writing, there was only one such Veteran's Center in the state, most schools had veteran's services provided through their enrollment services/registration departments. Similarly, while not quite as demonstrative in terms of start-ups, LGBTQ centers at community colleges are also on the rise. Six years ago, the Chapter author was an advocate to include the content with visionary fervor. She noted in the chapter, that although many schools had awareness programs to support LGBTQ students, no such support centers had yet manifested on our college campuses. Currently, Washington Community and Technical Colleges have undertaken a great effort to collect data to better serve this hidden student population and there are now several designated LGBTQ centers in our state CTC system. While it would be a stretch to draw a causal distinction between the developments of these offerings to the publication, it at the very least demonstrates that the 2008 *Practitioner's Guide* was on the cutting edge of predicting and supporting centers that would be needed in the coming decade. As the premiere document published by the Vice President's for student services of Washington Community and Technical Colleges,

it is extremely likely that the *Guide* was used as a tool to support the development of these centers and making new funding requests to support this growth.

Similarly, the *Practitioner's Guide* continues to serve as tool for empowerment of our profession in this region. The publication is still a mainstay in the offices of student services professionals serving in the Washington Community and Technical Colleges, especially the Vice Presidents and senior administrators. It has been used by both WSSSC and the SBCTC as a training tool for new administrators and trustees to support a broader understanding of student services. As in previous editions, the fourth edition is still used as a leveraging tool to empower the development of programs to match the statewide norms stated in the publication.

The fourth edition brought a more scholarly approach than previously published editions. As mentioned, chapter authors were required to ground their descriptions of practice and suggestions for the future in the current research of the day. Although many authors were stretched by this request and needed assistance from our editorial board to find relevant resources to their chapter, a scan of the publication shows that this aspiration was accomplished. The *Practitioner's Guide* serves as a testament to the fact that community college student services leaders can do more than provide a convincing personal narrative to justify the need and existence of offered programs. The use of outside literature and the exploration of best practices, as models for service growth and development were codified with the publication of the *Practitioner's Guide*. The existence of the publication, given the positional status of the publishers, at least coincides with this trend of supporting practice in current theory, if not supporting it

directly. Like previous editions, the basic description of each functional area provides a useful benchmarking snapshot that has been captured for future reference.

There are national impacts for this work, as well. Community college systems are organized very differently from state to state. Some community colleges are organized within public school district systems. Others are satellites of state university systems. Others, like Washington, are run by a statewide coordinating board. The 4th edition *Practitioner's Guide* has limited generalizability to other states because many of the uses of the *Manual* have been to influence programs and services in Washington.

While some aspects of the *Manual* are specific to Washington State, some content in the manual has implication that adds to the national dialogue on student affairs work. This is especially true in light of the overall underrepresentation of Community College Student Services literature in the field. Although, I found two other states with a similar type of resource for community colleges, I found no other resource that was intended for broader publication outside of their own system. The Practitioner's Guide could serve as an exemplar for other's in the nation on how to structure a state system of coordinated Student Services delivery that promotes best practices and organizational learning. For the 5th Edition, this national impact could be tracked and be even more pronounced.

While oftentimes, scholarly research and controlled observation is needed to make sense of a phenomenon, the *Practitioner's Guide* as a text simply captures a moment in time that shows functional operations and offerings in student services at the time of publication. This could serve, in the future, as a base for historical research or be helpful to an educational administrator interested in seeing how current programs evolved

and grew with the passage of time. At the very least, it adds to the body of descriptive literature that shows what community colleges offered at the turn of the 21st century.

Modernizing the Manual

Much has evolved in the world of publishing since the release of the 4th edition *Guide*. While a bound book version of this resource has been the tradition, the relevance of this type of publication is fading in our society. Given the: expense of the publication, the length of time that printed material stays relevant in this modern age, and the reduced number of professionals that use written and printed resources as their "go to" source for information, I feel it is fair to assume that our 4th edition of the *Guide* will be its last printed and bound version.

There is clearly a need to modernize the manual in order for it to maintain its relevancy in the field. This is predicated by some of the challenges of the fourth edition. First, like a new car, the printed version of our 4th edition manual started losing content relevancy as soon as it was "driven off the lot." To imagine that the field of Student Services will stay unchanged for the next 10-year period, until the next edition is published, is ridiculous. Second, the next edition of the *Manual* would be wisely produced in such a fashion that would allow for updates, transitions of thought, or new program additions outside of the publishing cycle. We now have the technology to create a product that would allow for this use; these methods were not as readily available or as commonly in use as in 2008. Third, to truly make the *Manual* a "product in use," WSSSC should reconceptualization the *Manual* to serve as a hub for other resources that could connect users to a broad array of resources.

As of winter 2015, there has been little to no statewide discussion about the creation of a 5th edition of the *Manual*. Although there is a near 40-year legacy for this project, I believe the published version of this document has outlived its relevancy. For the next edition to be feasibly considered as an option in the near future, the format, structure, use and investment in the product will need a brand-new design.

This line of thinking has brought me to the starting point for re-conceptualizing my doctoral completion. The 2008 version of the *Guide* is all that it will be. However, what will the next version look like, if it will be undertaken as a project at all? Are there lessons to be gathered from the last edition to inform what the fifth edition should look like and also answer whether the project is worthy to modernize?

The resulting impact of the *Practitioner's Guide* as a document is significant. It remains as a tool for change and empowerment at our Washington campuses. Through the writing process, it helped professionals ground their professional practice in research and theory. It also provides a captured historical perspective on the current practices of the day and linked our WA CTC student services professionals to a deeper and more consistent view of professional standards. Due to these impacts, it is fair to claim that the 4th Edition *Practitioner's Guide* has advanced the legacy of its previous editions. Moreover, I would claim that the publication is a valid practical and scholarly contribution to the field of Student Affairs.

Suggestions for the Next Manual

If WSSSC decides to continue the legacy of a decennial production of a *Student Services Manual* in 2018, now (2015) would be the ideal time to bring forth learning

lessons from the previous production cycle to aid in the development of a new publication. Given the narrative of the publication's development, environmental changes since the time of publishing, and the brief critique of the *Practitioner's Guide* listed above, I feel empowered to posit some suggestions for the next publication cycle, should WSSSC elect to continue this decennial tradition of producing such a publication at all.

First, although it is clear that the publication has had some use to the practitioners in the Washington State CTC system, it is clear that in this modern and technological time, our institutions are changing at a more rapid rate than the ten-year publication cycle connected to the publication. Student services in community colleges are moving rapidly toward paperless systems. A 2006 study of over 850 two-year colleges reports, "over 90 percent of colleges surveyed offer online access to college catalogs, class schedules and online courses. Between 80 percent and 90 percent also offer financial aid applications, admissions applications and course registration on-line. Six out of ten offered bursar billing on-line" (Erickson, et al. 2007, page 3.) If student services are providing the majority of our external forms and procedures online, certainly our internal publications for the profession will surely follow suit. A printed manual is costly, less dynamic, and less accessible than other modern modes of publishing electronically. I would suggest moving away from a printed manual published every ten years. Data from the National Survey of Student Engagement has suggested that the appropriate use of technology can improve student engagement (Young, 2003). As we bring some student services on-line to increase engagement, perhaps we should be bringing the *Manual* online to support engagement of our student services professionals. Should the project still be valued enough to produce for the State system, I would suggest electronic publishing, or

establishing a website controlled by the publishers that would allow for more dynamic and timely format for the product. As a recent article regarding online student services for community colleges states, “It will take a cultural shift within institutions to realize the benefits that technology can bring to the services and programs provided to students” (Hornack, Akwes, & Jeffs, 2010, page 82). Envisioning the *Manual* as an online resource would align Washington State community colleges student services within this cultural shift.

Aligned with the first suggestion, is solving the problem of outdated information and examples that are inevitably found in the publication. I would suggest an on-going editing board that would stay intact between new editions to allow for needed corrections and updates. To give this publication both credibility and reliability, I believe somebody needs to maintain the content on regular basis. The changes in our offerings and systems create enough flux to require the publishers to make timely changes to information that becomes outdated or loses relevance.

Another suggestion would be addressing and resolving the inherit tension between the executive and management contributions to this manual. As mentioned in the historical narrative regarding the production of the manual, the ultimate content decisions for the *Guide* lay in the authority of the WSSSC publishers. There was sometimes tension between the publishers and authors throughout the writing and editing of the project. I would suggest even more reflection by WSSSC on what the purpose of the *Manual* is. If the *Manual* is to truly support the growth and development of the Washington CTC system of student services, honest dialogue about what level of management is needed for the content experts of particular aspects of the publication would perhaps alleviate

tension between these groups. Further, the honor of serving as an author of chapters for the manual was exclusively left to volunteers. In scholarly research environments, research managers are discussing ways to incentivize the propagation of research activities, outside of just monetary incentives: engagement in research collaboration, training, sharing successful examples, are all practices to encourage researchers to produce. (Porter, 2011) A combination of new approaches to encourage involvement in the *Manual* project would be a worthy endeavor.

I would suggest that authorship is assigned to worthy individuals, not by their statewide student services councils, but directly by their supervisors who attend and are active in WSSSC. This would allow these same individuals that work as publishers, more control with issues, such as: keeping on timeline, accountability of work, and responding to editors in a timely fashion. All of which posed challenges in the production of the 4th edition.

I would suggest continuing and furthering the research legacy which was the primary new initiative of the 4th edition of the *Guide*. We made a significant effort in grounding our student services practice in current theory. As mentioned above, prior editions were virtually bereft of citations to grounding literature. Leaders in the field of student affairs agree, well know scholar practitioners have noted, that professionals "should be able to articulate theoretical and research-based reasons for their goals and actions. Doing what 'seems' to be the 'right thing' out of good intentions or out of a lack of other ideas is simply not good enough" (Carpenter & Stimpson, 2007.) A continued focus on including scholarship and benchmarking information into the project will strengthen the publications reputation and credibility as a standards manual and

operations guide. Further, as community colleges continue to grow in prominence as an educational resource in this country, more research and literature about community colleges will be available to include in the resource.

Another opportunity would be intentionally broadening the audience and user base of the *Practitioner's Guide*. Intent does make a difference. This was a huge realization for me in helping to manage the 4th edition. When we moved the intent from being merely a standards guide for student services executives, to being a practitioner's guide that would be relevant to the actual leaders of student services in the system, changes were made that affected both the quality and construction of publication. If the intent of the project was further broadened to include informing scholars, students, and other systems of practitioners outside of the state, I believe we could produce a product that could make a more scholarly contribution to the field of student affairs. As far as I know, there would be nothing like it.

Finally in the next edition, assuming that it would be a web-based or electronic publication, I would suggest liberal use of active linking to supporting content and contact information. The 4th edition did appear to bring people together for the common purpose of producing the manual, but that union faded soon after the publication was received on campuses. At that point the project was done and the document likely moved from our practitioners' desks to their bookshelves. For the next version, I would encourage WSSSC to include and use current technology to hyperlink other resources where users could learn more about best practices, speak to contributing authors, and/or continue in on-going and recorded dialogue about issues brought up in the *Practitioner's Guide*. This would improve access to learning inspired by the publication and help

concretize an active learning community between the producers of the guide and the consumers of the information.

Updated Foci of Inquiry

My interest in the Student Services Manual project now returns to where I started. I still have questions that inform my interest in this legacy publication that go well outside the printed pages of the 4th edition *Practitioner's Guide*. As a twenty-year career employee in Washington Community College Student Services, I have a personal and professional interest in being a part of leaving things better than I found them. I desire the newer professionals coming up behind me to not have to re-invent programs and services to best serve community college students, but rather, build upon the work of their workplace predecessors. *How do we maintain and improve Student Services practice in WA Community and Technical Colleges through the use of shared standards, best practices, and shared narratives?*

I intend to complete this work by using my multi-year narrative to inform recommendations to WSSSC on the publication of the 5th edition of a *Student Services Manual*. The end of this document will provide a policy memo that will supplement a formal presentation to WSSSC leaders to help inform their possible undertaking of the 5th edition *Manual*. Community colleges are well known as teaching and learning institutions, not research institutions. As a practitioner in community colleges student services, I have observed throughout my career, a tension with practitioners between the “doing of their work” and the continual “building of their practitioner knowledge in order to maintain excellence.” This tension manifests as practitioners debate on whether or not

they will be: participating in professional development organizations, staying up-to-date on current literature pertaining to one's work, and even producing written research or manuscripts to share what the practitioner is learning by participating in the field. My hope is that a fifth edition will be a resource that can relieve some of this tension.

Undertaking a new version of the *Manual* will require some new way of looking at the project. For that reason, it will be helpful to introduce some additional frameworks to analyze the uses and functions of this publication. To develop the research question above, I believe a brief, yet in-depth look at the following areas and related questions may be a helpful way to inform the next edition:

1. **Generating Practitioner Knowledge in CTC Student Services Areas.** What are the challenges in our community college environments creating barriers to research practice and knowledge formation? What ways is this changing in our Washington Community and Technical Colleges? What is the role of the leader in supporting this knowledge attainment and generation?
2. **Resources for Improvements Needed to Support Continuous Learning Environments in our Community Colleges.** What are the current methods for sharing knowledge in our CTC systems of student services? How might we frame the investments needed to make the 5th edition a successful undertaking?
3. **Professional Development for Student Services Administrators in WA Community Colleges.** What are the conditional limitations in providing robust professional development for these practitioners? What organizations and resources might assist the 5th edition in bolstering the development of expert student services community college professionals?

By examining these questions and themes, a new platform for the 5th edition of the manual will emerge. The forthcoming policy memo, and related presentation to WSSSC leaders will be a culminating synthesis of both the experiential narrative of the past-production and thoughtful discussion of these new conceptual frameworks.

Generating Practitioner Knowledge in CTC Student Services Areas

As mentioned previously, there is a demonstrative lack of research pertaining to models and theories related to the work of student services in community colleges. (Cohen, Brawer & Kisker, 2014; Keim, M. C. 2008). This has changed over the last decade and slowly these conceptual areas are building up a corpus of work that will eventually serve as a common foundation for practice in the field. Still, a practitioner seeking information about community college student services is limited in the amount and scope of what's available in traditional reference resources. These growing resources will be addressed in the third section of this paper, but here I intend to share my observations on how practitioner knowledge is practically generated and retained by student services professionals in our Washington community colleges.

The premier national professional development associations that supports the field of student affairs, the National Association for Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA,) recently published a manual of professional competencies for professionals. Regarding generating knowledge (*or assessment, evaluation and research*) these organizations proclaim, “one should be able to create the expectation in the institution, division, or unit that assessment, evaluation and research is central to professional practice and ensure that training and skill development happens across the organization” (Bresciani, M., 2010, 9). Clearly, for these professional development organizations, generating on-going knowledge and refining our professional skills is one of our most important duties as higher education administrators and leaders. And yet, we observe daily that our practice flows readily from a spring of symbiosis between our professional values and the environment. The work of

community college student services is a very hands-on. The pace is frenetic, keeping worktime for thoughtful reflection to a minimum. How do we integrate the shared knowledge and wisdom around us in the field into a useful resources for others? Practitioners must make time to learn from their practice, research their environments, and seek out new knowledge that is emerging in their field.

Part of the answer may be found in looking at some of the limitations to generating such knowledge in the community college environment. By seeking to know these limitations, we prepare ourselves to more deeply understand what needs are to be set in place to produce effective knowledge generation by practitioners.

Limited Access to Trained Professionals

It would be a fallacy to say that the only effective professionals providing student services at community colleges are those with advanced degrees that prepared them for their role. The fact is that many student affairs professionals got their start as community college students. Research on recruitment and professional development in community college student services, supports the claim that “community colleges do not recruit staff in the same format as many four-year institutions, keeping searches for student affairs staff local and without the support of major student affairs professional organizations. As a result, the student affairs staff often have not been exposed to major student affairs associations and are hesitant to get involved in or connected to their professional organizations, profiling the lack of cohesion among community college student affairs practices” (Munsch & Cortez, 2014, page 48). In Washington state community college student services offices, a large numbers of frontline staff have worked their way up from introductory level staff to professional staff members in our departments without seeking

formal training in Higher Education programs. From a national study on this trend, researchers found that, “Practitioners in student affairs come from diverse educational backgrounds. For some community colleges, student affairs practitioners are required to hold a baccalaureate degree. Master’s degrees required are often in counseling or mental-health-related areas, rather than within the field of higher education or student affairs” (Munsch & Cortez, 2014, page 48). Community colleges, known for their frugality and stream-lining of services, propagate this trend by not requiring advanced degrees for employment in many positions in the field. Generally, in community college student services, at least in Washington State, positions requiring Master’s degrees are at a director level or above. Besides sending the message that student services in community colleges does not provide roles that require a professional background, these lower degree requirement lessen the amount of personnel that are research-based in their practice and are ready to innovate rather than replicate their work in the field.

The role of the degree holding administrators then becomes twofold. First, student services and community colleges serve as a field-based training ground for the principles of student development and student affairs work. Staff members without formal training need to learn, or at least see in action, the effects of a good practice in the workplace. Second, we should note that the trained professionals themselves are relatively cut off from new ideas and theories that would be entering the workplace if new employees were bringing this information with them from their educational backgrounds. If trained professionals are not actively or intentionally seeking continual education in student affairs theory, their skill set slowly degrades and stagnates over time.

Therefore, the field would benefit from a system where practical, theory-based knowledge was more readily available and shared across institutions. As will be discussed, the SBCTC has put in place a series of councils and commissions to bring similar role-holding leaders together across the system for professional development and collaboration. But this system alone creates knowledge sharing groups that are program specific and not readily available to the outside professional: you really have to be a member of these work groups to obtain easy access to these communities.

Our current hiring practices creates a system that relatively cuts off professionals from the changes in their field. Recognition of this deficiency is needed, as is an intentional direction to correct this problem.

Limited Expectations for Research or Knowledge Contributions

Another challenge to the generating of knowledge in community college student affairs environments is the overall limited expectations for research at our institutions. A study comparing the frequency of faculty publishing in student affairs career preparation programs in the US notes that, “publication productivity among student affairs graduate faculty is low by most standards” (Keim, 2008). Unlike faculty counterparts at four year institutions, there is an absence of research publication requirements for our student affairs staff members at community colleges. Specifically, this researcher even noted the lack of incentive to research in community colleges saying, “practitioners are not rewarded for research and publication” (Keim, 2008). Conventionally speaking, outside of collecting program or user data as part of departmental offerings, student affairs professionals in WA community colleges are not formally expected, nor required to

research their disciplines and publish their findings internally or externally. Although this is beginning to change, there is not an equivalent to university maxim “publish or perish” found at our two year institutions.

Some two year colleges, “have begun designating themselves as learning colleges” (Cohen, Brawer, Kisker, 2014, page 191.) The refinement of instruction is the paramount role of the faculty at our institutions. Tenure is granted on the basis of the quality and efficacy of instruction, as opposed to on-going contributions to a given field. Without this culture-setting institutional focus on research, the community college environment ends up lacking deep institutional self-study and reflection, in lieu of the actions which enhance action, practice and effectiveness. Therefore, it is not surprising to find that student services departments are lacking in knowledge generating research functions, as this not even a traditional aspect of the mission of community colleges.

Employer expectations are powerful predictors of output in a given workplace. Typically, a worker sets their path according to directions laid out by their job description, supervisor’s direction, and any provided training. The fact is that most community college student services jobs carry no expectations for scholarship or study for the advancement of the field. Research has shown links between employers’ expectations and employees’ ability to generate innovative practices in the workplace (Gilson and Shalley, 2004). We could perhaps expect an increase in practitioner’s research contribution with increased expectations for such work. Without employees bringing in these practices, values, and skills from their professional training programs, it is unlikely that they will develop the mastery or methodology for doing so on the job without additional expectations from the workplace. Since generating practitioner

knowledge and research is not a particularly strong expectation for community college student services employees, it would make sense that we would look to professional training programs. Specifically, Higher Education Student Affairs Leadership programs are training managers and directors in student services. To educate new and upcoming professionals in research methods, these programs should be supporting a practitioner culture that develops of practitioner research.

Limited Research-Based Higher Education Preparatory programs that focus on Community Colleges

The academic programs that would traditionally and formally prepare future employees for work in Student Services, while not ubiquitous, are regionally available and found across the nation. The names of these programs vary (e.g. Student Development Administration, Student Affairs, Higher Education Leadership in Student Services, etc...) These programs typically combine instruction in the theoretical development of college students, leadership skills to support a manager in a higher education environment, and research and inquiry training to help students gain mastery in the most significant concepts in the field.

While the intent of these programs is to prepare practitioners for work in any higher education environment, the typical program is heavily weighted on preparing this blossoming student affairs professionals for work at 4-year institutions. There is an assumption that most students attending these programs are training for work in 4-year environments. While a community college survey class may be included in the required curriculum for these preparatory programs, most coursework examples and models studied by students in these programs hail from 4-year schools. While students may

intern in community colleges as part of their course of study, the most commonly studied theories, models of practice, and course case-studies concern the analysis of 4-year colleges and universities.

Though most programs do provide coursework in student affairs assessment, unless practitioners are accountable to expectations of applying research and sharing results in the field, these developed skills in graduate schools will not be strongly utilized by community college staff. Yet, changes in this are underway. With growing enrollments at community colleges, more potential student affairs professionals will have personal experience at these institutions. By 2020, community colleges “will enroll 8 million students, or nearly 43 percent of all higher education [enrollments]” (Cohen, 2014, page 441). As community colleges become less marginalized in the family of higher education options, I am certain there will be a growth of: 1) the training programs specifically addressing the needs of community colleges student affairs professionals and, 2) a body of research and literature to support such programs.

Strength of the Scholar Practitioner in Student Affairs

A growing trend in Student Affairs research development is that of the scholar practitioner (Kidder, Hatfield & Wise, 2015). The scholar practitioner is a student affairs administrator who maintains their practice as a higher education leader, while also partaking in the role of a scholar and researcher. This idea of holding space for both practice and generating knowledge is not new, but its direct application to student affairs professionals may provide a touchstone for change. One study on the scholar practitioner suggests a four stage continuum to describe research engagement among student affairs professionals. The four stages on this continuum are: scholars, scholar-practitioners,

practitioner-scholars, and practitioners. Scholars are usually faculty engaged in student affairs research; practitioners would be the administrators who use theory and research in their practice. (Jabonski et al., 2006) Community college student services professionals would likely tend more towards the practitioner side of this spectrum. Proponents of the scholar practitioner make the claim that behaving in this manner is necessary for the profession: to increase access to information, to create informed workers in student affairs, and to provide the best service to students who are deserving of well-researched mentors (Hatfield & Wise, 2015) This way of practice could be a particular boon to the field of community college student services, if it were broadly adopted, as it could lead to more knowledge generating information that would flow from the our community college institutions.

Currently in community colleges, the knowledge holders and experts in the field are the practitioners. The scholar practitioner mindset could help move the information and learning from these individual administrators into generally accessible journals, shared data resources, and professional websites. If the goal is moving community college student affairs knowledge into the public forum to be digested and provide nourishment to the literature foundations of the field, creating systems to support the scholar practitioner could be a great early step in the right direction. Further, considering the Sriram & Oster's research which found that "professionals were most interested in engaging research for the purpose of practical application" (Sriram & Oster, 2012, page 389), perhaps creating a system of support to engage these employees would be well-received.

With more understanding of the challenges facing generating practitioner knowledge in community college student services, we can acknowledge some reasons for our current status as being under-researched, under-discussed, and misunderstood. In spite of this, we can point to some places in Washington's CTC system where knowledge generating attempts are being nurtured and supported.

I would be remiss for not mentioning the 2008 *Student Services in Community and Technical Colleges: A Practitioner's Guide*, as a fruitful attempt to share knowledge generated in the field. In particular, I would point to inclusion of the "best practice" sections for each chapter. The *Practitioner's Guide* provided a snapshot of practice that was very relevant at the time of publication. Most of the chapters were collaboratively written by practitioners and were peer reviewed by my editorial board. In itself, the skills of authors of the *Guide* to reflect on their programs and practice would be considered a part of the *theory to practice* cycle in student affairs work (Patton & Harper, 2009). The manual was intended as a theory to practice tool for the many schools in the state. Yet, in this field of constant change, such tools lose their relevancy so quickly that if they are not being continually updated and revised, the whole tool becomes quickly obsolete.

Similar to the *Guide*, there are practices going on in the Washington state community college system that captures new program information and generates new knowledge for the field. I am speaking of local assessment work that can be found on college campuses in efforts connected to accreditation and related data-driven practices. Washington community and technical colleges receive their accredited status through membership and participation with the Northwest Council for Colleges and Universities (NWCCU). The last decade has brought changes to the systems of accreditation that

directly relate to the relevancy of generating practitioner knowledge and supporting institutional research. The Student Services related NWCCU standards for accreditation of ten years ago look vastly different than they do today. In the past, the accreditation standards centered on resources and function of student services functions. The standards basically addressed the question, does the college offer a set and agreed upon list of services and functions to support a robust student services offering.

New NWCCU standards have changed significantly (Head, 2011). No longer do Vice Presidents of Student Services have the security of referencing the old “Standard III,” which referred directly to a catalogued list of all the requirements needed for attainment of accreditation status. Now, the development of accreditation standards have shifted from this external NWCCU list to locally developed sets of standards that are developed by member schools. (Head, 2011) This is not to say that there are no more common benchmarks for student services related to accreditation in this region. Rather, the standards are being determined more internally and crafted uniquely for each school.

The accreditation process now asks schools to determine their own Core Themes that both provide direction and define the character of each participating institution. From these comprehensive Core Themes, colleges are asked to develop measurable outcomes that will demonstrate mission fulfillment. The measures require a new level of data collection that was not mandatory in the previous accreditation process. This new process is essentially pushing NWCCU institutions towards being more data-centric in regards to governance, direction, and improvement.

This, in turn is having an effect on how community student services departments across the state are structuring themselves. As a result, changes have been made in

student services to adapt data collecting practices to respond to new accreditation processes at NWCCU accredited schools. First, our student services purpose statements have all shifted to tie directly to Core Themes and Mission Fulfillment for each institution. Colleges are using collected accreditation data to make decisions that are both governance and finance related. Student Services departments are now collecting more data than ever to prove their campus relevance and ensure that funds for their departments are prioritized in the political environment created from scarce resources. This has led to the reality that, if a particular department is not contributing to mission fulfillment, it may not stick around for long. Data is compiled and reported out as part of the accreditation processes. These growing trends are changing the research landscape of our student services in community colleges, at least in our NWCCU region.

Further, research functions in student services at community colleges are also being bolstered through newly focused attention, nationally and in the state, on student attainment initiatives. Historically, Washington State has funded its community college based on a full-time enrollment equivalency system. Levels of student enrollment directly correlate with the amount of money from the state to support each community college. This has begun to change.

Following national trends focusing on the need for educational institutions to look at persistence and student success, Washington State has begun awarding some portion of its funding to state community colleges based on student attainment of credits along the way of their college journey. Under the Student Achievement Initiative, the state has set milestone credit attainment benchmarks at 15, 30, 45 credits. Colleges receive funding bonuses as students achieve these levels of credit completion (Shulock, 2011). Many

educators believe that this is the beginning of a performance-based funding model for our education system in Washington State.

All college departments are now concerned with their connection to students' attainment of these achievement milestones. Our community college student services professionals are beginning to turn towards research methodologies for studying ways to maximize student attainment at our schools. While this may not be the most noble of reasons to bolster scholarship activities in these departments; overtime, it will provide a foundational base of information that could be very helpful. For example, soon more concrete data will be available to acknowledge best practices in student services to support attainment and persistence and this knowledge will be shared in the field.

Both the changes in accreditation processes and the changes in student attainment measures at community colleges, demonstrate the ways that local organizations are transforming into environments that could better support scholar practitioners in the field. While a case could be made that there is a growth of data-driven initiatives that are spurring community college student services into a more research-based environments, it may also be helpful to look at the changing face of research regarding community colleges, in general, which will be a focus in an upcoming section of this paper. New research is on the rise for community colleges and the growing knowledge base about these programs will provide student affairs professionals a more solid foundation upon which to practice in the coming years.

As it stands, the responsibility for building knowledge in the field of student services at community colleges rest squarely on the shoulders of the student affairs leaders at such institutions. While systemic organizational changes, and changes in the

focus of research, are moving to bolster the field, the trained and practicing experts have the best vantage of the growing needs in the ever-changing environment of community colleges, most mastery of these unique organizations and, most honed and refined theories of practice to be found. With this expertise, it makes sense that the student affairs leader would share the responsibility for developing research and sharing it with both colleagues and scholars. Some advocates of the scholar practitioner approach actually recommend requiring professionals to produce research in student affairs as part of their positional duties. (Hoffman & Bresciani, 2010)

This is perhaps one of the strongest cases for continuing with the Washington State Student Services Commission's tradition of the *Manual*. There is significant knowledge in the hands of our statewide practitioners. Without an organized and systemic way of capturing these examples of theories in practice, we collectively risk losing a great deal of knowledge as people leave the field, transfer away from our colleges, or retire. When contemplating the limitations of generating knowledge in the field, as discussed above, many of those challenges may be overcome with the simple act of changing our daily action and intention as practitioners to include an ethic of research and collaboration across our schools and beyond. The systemic introspection and reflection needed to produce a fifth edition of the *Manual* could encourage such broad and collaborative teamwork. It has great potential to move theories of practice from the minds of student affairs professionals and into an accessible form to be used by all.

While the responsibility to engage in such behaviors towards the production of a next edition of a *Student Services Manual* may be established, a question still remains if a

decennial printed resource, in these modern times, is the best way of sharing such knowledge about the field.

Resources for Improvement

Here, we will examine what other possible forms a fifth edition of the *Manual* may take. With the growth of technology and methods for sharing information that have blossomed with the digital age over the past 40 years, it is now time to reconsider whether the traditional format of the 100-page printed guidebook is the best use of both fiscal and human resources. First, we will reflect on the resources and structures needed to support a continuous learning environment in our Community College Student Services areas. Second, we will briefly survey some current methods for sharing this kind of practical and theoretical knowledge. Then, we will analyze the needed investments made by the system in order to proceed with this kind of project. Finally, a summary of the resource needs for a fifth edition of the *Manual* will be presented in preparation for the creation of the policy memo artifact that will correspond with this paper.

Resources to Support Learning

To best understand what resources and structures are needed to support a collaborative and continuous learning environment in community college student services areas, it may first be helpful to look at the current structure of this system in Washington State. In general, Student Services coordinate all of the non-instructional student related programmatic offerings at a given college. These offerings are typically structured by functions and organized into separate departments at each college. Typically headed by a Vice President for Student Services, or Chief Student Affairs Officers, these college

divisions typically include departments, such as: admissions, advising, counseling, financial aid, registration and records, multicultural affairs, student programs or activities, veterans affairs, and others.

Typically, these departments interact and collaboratively exchange ideas in regular meetings of the managers and leaders of each of these areas. Outside of in-person meetings, information is probably shared via email and phone communication that informally connects peers on her college campuses. Washington community college student services departments widely use webpages to broadcast departmental information, forms, policies, procedures, and descriptions of offered services with appropriate deadlines for students.

Although they still exist, colleges are moving away from written and printed materials about our offered programs, in lieu of electronic publishing of these materials on college websites and departmental web pages. The digital age has finally arrived at our Washington Community and Technical colleges. As the years progress, our internal operations include fewer and fewer resources being delivered as pamphlets, paper forms, course catalogs, and booklets. Our communications with our partner organizations in the CTC system are trending in the same way.

Given the structure of Washington State Community College student services divisions, we can glean what ideal resources and access to information sharing would be needed to support such a system. Access is the keyword. The program structures of these systems are insular, by nature. The work of individual departments usually can maintain regular functions without too much interaction from fellow departments or college peer connections. The work of our student services departments are institutionalized. Truly,

the only times when new knowledge or an exploration of other programs offerings is sought out, typically correlates with a department leader's decision to seek change in the organization. Recent research on student affairs leaders and the amount of time they spend on research activities drew a correlation between higher positional status and lower amounts of time spent on research activities. "When asked what prevented them from engaging in research more readily, professionals responded that limited time and access were the two largest obstacles" (Sriram & Oster, 20012, page 390.) This is an important finding given the resource analysis needed for the next *Manual*.

There is a constant tension between the need for growth and change in organizations and what Hartfield & Wise refer to as the "urgency of the present." Most professionals know that they need to stay abreast of changes in the field, but feel pressured by what issues are in front of them, leaving minimal surplus time to expand or generate new practices, let alone share them with others.

Therefore, in postulating elements of an effective and useful information generation and sharing tool, we may look to the following qualities. First, we would look for a method that would be easy and accessible to use by busy professionals working in the field. Second, since our organizations are so unique and different, we would need a way for contributors to share their own perspectives and experiences in reference to the published materials. Third, an ideal system would be mutable, for the offerings in our Washington State Community College Student Services change quickly and modify rapidly to best serve our growing and shifting student populations.

Current Methods to Support Information Sharing

There is ample communication with other colleges in our system through a series of professional organizations, known as our Community and Technical College Council System, which serves as a way for similar offices at different organizations to share information freely. We will examine this system more in our next section, but it should be mentioned here that communication between colleges through the councils is prolifically shared through a network of email list-serves managed by the State Board for Community and Technical Colleges. Professionals at one school can learn a great deal about what is occurring in practice at other schools through a combination of: surveying websites, reviewing past conversation threads on these statewide list-serves, and reaching out to peer professionals participating on these list-serves for a conversation. The methods for sharing generated knowledge are still fairly basic, but have advanced past the letters, printed memos, and phone calls of the not too distant past.

Another way that is becoming more common in sharing practitioner knowledge is through on-line publishing. This method can take on many forms, but usually entails content that is packaged, titled and shared via a website, blog, or social media. The content is static, but is usually searchable by subject, title or author. This greatly increases accessibility to a broader audience. An example of on-line publishing going on in the WA CTC system is the weekly publication by the SBCTC Legislative Affairs department called the *Legislative News* (WSBCTC, 2013). This weekly newsletter, published on-line during the annual state Legislative Session, provides members of the CTC community the opportunity to track system related legislative initiatives as it progresses through the law making process in the state capitol.

On-line publications typically provide some advantages over printed materials. With the use of hyperlink referenced materials, readers may easily navigate to related reference sources mentioned in the content and other resources linked to the publication. The content of the publication itself is easier to modify or correct, either by editing the original post, or re-posting corrections or addendums to the original. Also, on-line publications typically allow for comments from the readers, leaving opportunities for the readers to expand, critique, or affirm the content of the published material in ways that are not feasible when information is shared in a static and printed format.

A wiki-based resource is an online publication which has features that may be particularly helpful in our Washington State community colleges. Like an online publication, these resources can occur in several types of formats, either: on websites, blogs, or internal server-based local publications. However, wiki-based resources have the ability to be modified or changed by multiple users, moderated by an identified manager of the document. This platform for on-line publishing is related to on-line workplace platforms and shared document creation functions, such as those found in Google Docs. Wikipedia is a famous wiki. Authorized contributors have the ability to change, modify, or expand on knowledge and ideas from the original text. They can add relevant resources, reference materials, and link that information to published articles. As statistics and data connected to the published information changes over time, articles are easily updated to reflect current information. As an example, Wikispaces is an online information -sharing environment that specializes in educational wikis. Columbia University, Birmingham Public Schools, the BRIDGE project, and the University of Massachusetts Lowell all use Wikispaces. (Wikispaces, 2015)

As literature sources move on-line, there is a change that is occurring in the way that research and information is being shared. One such trend is the development of institutional repositories, where information is stored and updated, but not regularly published as in a journal. Some scholarly researchers expect this type of open resource to become the norm as we move farther away from the idea of regularly published journals in traditional formats (Hixon, 2006). These types of online environments inspire participation, encourage the development of new (and old) ideas, and engage authors in a dialogic propagation of knowledge that is not feasibly available in more static published formats.

In order to utilize these new forms of information and knowledge sharing available to us, we need to engage in a shift of our culture around research and data. Part of the shift will happen through leadership in the development of new professionals, which will be discussed in the next section. Perhaps a more significant change could happen merely through exposure of these resource types to our community college student services professionals in a relevant and meaningful way. Changing the way that these professionals access and support their continuous learning requires a shift of culture. By engaging professionals in building new systems of information and increasing access to it, we could soon normalize the environments needed to propagate new practitioner scholars.

Analysis of Needed Investment to Support the Manual

Yet, awareness of these different formats is not enough to transform our institutionalized behaviors around engaging in research and scholarly practice. This change will also require an investment from these institutions to support such change. It

may be helpful to analyze what types of investment will be needed by the system in order to embrace these changes.

In the 2009 University of Washington Center for the Study of Teaching and Policy (CPT) report, *How Leaders Invest Resources for Learning Improvement*, authors Plecki, Knapp, et al, provide a framework for looking at institutional investments needed for organizational change. I intend to use this structural framework to analyze the types of investments needed when considering a fifth edition of the *Student Services Manual*.

In the CTP article, they clarify the term, “by *investment* we are referring to a comprehensive and dynamic approach that includes considerations that go beyond the acute and immediate needs of a classroom, school, or district. Rather than relying on the traditional pattern of isolating a funding need and allocating resources for that specific need, leaders need to consider the types of approaches and strategies for investing resources in coherent, effective, equitable, and sustainable ways.” (Plecki, iii.) For the purpose of this analysis, rather than the needs of the "classroom, school, or district" we will be looking at the Washington Community College System, Student Services, and the individual programs/departments found in the networks of student services divisions. The report breaks down four separate vantages by which to look at institutional investment: Mandated Investment, Negotiated Investment, Incentive-Based Investment, and Market-Based Investment.

Mandated Investment

A Mandated Investment framework uncovers what would be required of the stakeholders. (Plecki, 2009) In this case, this would be the community of Vice President for Student Services publishers in WSSSC and the community of community college

student services employees around the state. From this perspective, WSSSC would need to carefully reflect on what necessary components of the *Manual* would need to be included and then establish expectations for employees and work groups to complete these tasks.

The system has changed a lot in the past decade, which would likely modify aspects of the manual project that the publishers (WSSSC) would require. Based on my experience in producing the 4th edition, it is likely that any new *Manual* would include: limits of the Manual's next edition due to investments of human resources, established project funding, some way of keeping the produced content current and relevant over time, and a shared undertaking of the project, so that the burden of the project did not rest on any one particular member too heavily.

Further, a Mandated Investment framework could help immensely in setting up a structure of on-going “ownership” of different tasks related to the *Manual*. As mentioned in my write-up of the 4th edition, the *Manual* was produced by volunteers, outside of the local jurisdiction of individuals’ local supervisory structure. When I turned to some authors’ supervisors to help enforce submission deadlines, some were unaware that their employee was assisting with the project. A Mandated Investment in the *Manual* might encourage WSSSC to assign, and hold accountable, responsibilities of minute and overall production to specific individuals. This would allow contributors to know what they were committing to and hopefully provide an increased level of support at local campuses.

Negotiated Investment

A Negotiated Investment (Plecki, 2009) framework highlights the areas of the *Manual* project that allow stakeholders flexibility and choice in how the project will be completed. Analysis from the Negotiated Investment perspective would help guide WSSSC to the facets of the project that they could delegate, partner or otherwise allow workers outside of the WSSSC ranks to determine how the work should come together.

The *Manual* project from this framework lens might include: shared authorship of content, shared ownership and maintenance of content, a determination of shared professional standards that the Manual would reference, and even shared resources that might lend support for funding of the project. One lesson learned from the last Manual process, was that WSSSC felt it necessary to have editorial and publishing control of the content. If the content was developed in a more collaborative way, led at the program level CTC Council structure, WSSSC could still maintain direction and content control. WSSSC could utilize negotiating behaviors when confronted by submissions that they don't want included as opposed to methods that are more directive.

A Negotiated Investment perspective on this project could alleviate much of the strain of the previous edition caused by people feeling “forced” to produce aspects of the Manual for WSSSC, with no or little support, at their own campus. In addition, all parties could agree in advance, or could evolve to over time, to an established set of standards used to guide the publication. This may include standards similar to what I developed in the last edition in *Writer's Guide* or even professional standards for student services departments that could be commonly used for all the chapters of the Manual.

Incentive-Based Investment

An Incentive-Based Investment (Plecki, 2009) framework acknowledges the rewards and punishments often used to motivate change in an organization. This perspective would allow us to see the need for increased accountability for those involved in the *Manual* process. This perspective could be particularly rich to explore, as again, the entire previous publication is essentially a collaborative, voluntary effort. I often had wondered how different the product would have been if one's "job was on the line" when it came to the 4th edition.

An analysis of how incentives or sanctions might help in recommendations for a next edition is relevant. One might incorporate such actions into the next edition: tying content management of manual chapters/sections into specific roles in the state system, developing contracts for content authors that could establish more accountability during production, working with state Vice Presidents to tie job performance expectations to specific production elements of the *Manual*. Of course, if we could figure out a way to somehow significantly recognize, credit, and/or compensate contributors to the *Manual*, that would greatly increase contributors' enthusiasm for the project.

Market-Based Investment

Finally, a Market-Based Investment (Plecki, 2009) framework touches on the supply and demand nature of providing resources. In terms of the *Manual*, this might illicit questions about the funding, support and relevancy of the project in these current times. This perspective highlights what is perhaps one of the most profound challenges to a fifth edition of the *Manual*: the perceived need for it. The four previous editions had value to the CTC system because there was little else providing the same information to

the system. As similar information resources increase, there is a decreased need for WSSSC members to provide this resource for themselves. From this perspective, the question of whether or not the publishers will take on the fifth edition will be less a question of need and more a question of leadership.

Discourse on the *Manual* project from this lens might include a claiming of particular subject matter into the project. This could be done to help establish a financial claim to high profit college functions directly into the core identity of Student Services. In the decline of state resources for Community Colleges, grant programs like TRiO, performance funding connected to student achievement, and even services to students that bring their own funding (e.g. Veterans and International Students) become more symbolically valuable. With the perspective of the Market-Based Investment, we might start thinking about how we define our work and publish our claim to the results that could potentially bring resources back to the college and student services in particular.

Summary of Resource Needs for a Fifth Edition

Should a fifth edition of the *Manual* be undertaken, there are many perspectives on the resources needed for improvement. The Washington State Community College student services system would definitely need to reframe and re-conceptualize the potential for this project before it could be seriously considered viable. The learning environment is still ripe for this type of shared resource. Our system still struggles with sharing information that is relevant in a way that effectively helps and supports professionals in the field. We are moving away from a paper-based stagnant system, to one that more fully utilizes digital technology. By pushing our system to utilize collaborative learning community-styled resources, such as wiki-based publications, we

will support the development of a culture of research and environments that support the practitioner scholars in the field.

Further, through analysis of investments needed by WSSSC, as publishers, we reveal both challenges and opportunities to the production of the fifth edition. From the Mandated Investment framework, we realize a restructuring of requirements to improve employee and participant accountability is needed in this project. The next edition work team would likely need to have specific individuals held responsible for the authorship and production aspects of the project. From a Negotiated Investment perspective, we might reconsider the collaborative and maintenance structure of the *Manual*. With this concept in mind, we might renegotiate the roles and duties of authorship, editing and publishing. With the Incentive-Based Investment framework, we might think of ways to incentivize participation in the project. Finally, from the Market-Based Investment framework, we will question the validity and need for the project itself.

This analysis section does deepen our understanding of the *Manual* as a resource that could help generate practitioner knowledge and in the field. To round out these reflections on the 5th edition of the *Manual*, we shall examine the role of this project in supporting the professional development functions of Community College Student Services personnel.

Professional Development

Professional development is an essential part of any career path. For Washington state community college student services practitioners, this is no different. In fact, it may even be more essential in this environment due to the constantly changing student

populations and shifting programmatic demands of the community college system. In spite of this, there are still many unknown and developing practices to serve this need.

For the purpose of this analysis, we will take a closer look at how trends in community college student services professional development might influence a next edition of the *Manual*. First, we will analyze the current problem with professional development in this area. Next, we will look at professional development organizations that are striving to provide the services in various ways. Then, we will discuss how professional standards and benchmarks may be used to support practitioners and programmatic functions. This will be followed by a brief overview of some current literature that may provide support for those seeking guidance in professional development in community college student services. The section concludes with a discussion of where a fifth edition of the *Practitioners Guide* may fit into the puzzle of professional development in this field, overall.

Challenges of Professional Development in the Field

Later in this section, we will take time to discuss what is present in the field to support professional development initiatives. Here, it will be helpful to look more closely on what is missing. Specifically, we will be focusing upon those areas that may be helped should a 5th edition of the *Manual* be undertaken.

As in previous sections of this dissertation, one theme that demonstrates deficiencies in the area of professional development is the lack of researched best practices and program models in community college student services. Unlike our colleagues in academic and instructional fields, where the ubiquitous and understood

process of grading using the 4.0 scale is used with relative ease and universal understanding, there is no common standards or universal assessment that exists in community college student services to demonstrate connections to student achievement and/or program success. Such measures, should they exist, are typically homegrown or shared among a small system or group in the field. Even when one finds such systems in place, oftentimes the data that is collected has been intended for guiding current program practices and not for the use of generalization to the field. We are at a time in history where current practice, tested and researched, will still serve as that foundation, readily informing the theory that will guide our future practice in this field.

Similarly, I would like to pick up on a point made in the previous section on generating knowledge dealing with the scarcity of trained professionals working together in the field. Not only are we struggling to generate knowledge for the field through research, but because of the lack of proximity and intention, we are not providing adequate professional development to practitioners in mid- and upper levels of our institutions. Researchers suggest that “divisions of student affairs should take intentional steps to help professionals understand the importance of reading current research for the sake of better practice” (Sriram & Oster, 20012, page 391). While there is much mentorship going on for new practitioners who may not have formal training in student affairs work, less is available for mid-level managers’ professional development and mentorship on-site at our campuses. This is due to the overall lack of degree-holding and formally trained practitioners within community college student services at department levels, at least in Washington, as the most highly trained student affairs professionals typically work without peer-level colleagues in their offices. At Washington CTC

colleges, this creates a mentorship deficiency. Mentoring is a critical aspect of professional development in student affairs work: all the major professional development organizations that support the field promote mentor formation and employ systems and programs to bring professionals together into mentoring relationships. While this is acknowledged broadly, intentional mentoring efforts alone are not enough to cultivate a professional who is able to assist and transform the field as scholar practitioner.

One local expert on mentoring, Sharon Daloz Parks observed this deficiency when describing one-on-one mentoring relationships. She claims, “if an emerging adult is going to be initiated into a profession, organization, or corporation, as it is presently defined and practiced, a mentor who guides the way is enough. But if one is to be initiated into a profession, organization, or corporation and the societies they serve *as they could become*, then only a mentoring community will do.” (Parks, 2011, page 174) So, in regard to developing scholar practitioners in the field, Parks would say one to one mentoring is fine for re-creating the status quo in our organizations, but to really transform an individual or organization, a mentoring community is needed. A collective of Washington State community college agencies demonstrated this belief and need for such a mentoring community with founding of the WELA program. “In 1999, college presidents, trustees and State Board members from the Washington Community and Technical College system convened to discuss their increasing concerns about the shortage of qualified candidates for executive level positions in the Washington system. Trustees were concerned that administrators from the two-year college system did not seem to make it into finalist pools as frequently as they felt they should. Presidents were concerned that institutional pools had fewer qualified candidates from in-state than they

would have liked” (Washington Executive Leadership Academy, 2015). The environment of professional development through mentorship at a local level is limited in this system since there is commonly few trained experts in any given student services office. Applying this concept to our community college student services environments we begin to uncover where the professional development of the community college student affairs professionals occurs: in places where practitioners come together in community. I contend that this does not have to be a community that takes form in a particular physical space, I believe this transformational mentoring is harnessed when there is collaborative action joined by a marketplace of ideas. It happens where members may contribute to the action or direction of the whole community. The next three sub-sections will address where I see the greatest potential for professional development in our field: professional organizations, professional standards and in the development of theory to explain or guide action.

Professional Organizations

Professional organizations hold great promise for promoting the development of community college student services professionals in the field. In this sub-section, we will look at three levels of such groups, one that exists at the state level and three others that are national. This list of organizations is by no means comprehensive, but it will highlight some of the more useful organizations germane to this analysis. I put these forward as exemplars: it is these types of organizations, at these different levels that need to be in place to provide overall support to practitioners in the field. By looking at these organizations, we may be able to ascertain how each type might support a 5th edition of the *Manual*.

The statewide organizations that support professional development locally are the Washington State student services council system. The reader is, by now, well aware of the existence of these councils, as they were mentioned in the narrative section at the beginning of this paper and previous sections. The State Board for Community and Technical Colleges supports a system of collaborative and professional organizations to homogenize practice in all areas of community colleges in the state of Washington. These councils have two primary functions. First, they serve as representative governance groups, with each director representing departmental level offices back of their college campuses. Second, these councils provide networks of professional support and share a collaborative information between member schools. A list of the eight student services related councils can be found in the fourth edition of the *Manual* on page 8. With quarterly meetings, these groups provide tight knit communities of practitioners with much alignment in the understanding and direction of their programmatic functions. The collective knowledge found in these councils serves as a great resource to practitioners in the field serving in the state system. As a 20 year career professional in the field, I confess to turning first to my colleagues in the Council of Unions and Student Programs (one of these eight student services councils) in times of professional questioning or when seeking programmatic information. These councils have grown to be a "go to" source for practical, field-tested, and locally relevant information. Although these councils may not always ground their practice in particular theories, the councils are where one can find all the community college student services expert-practitioners in Washington State. A downside, of course, is that these practitioners approach work in a similar fashion being in the same system. These councils do not always push their

members to look outside for new information or new programmatic approaches to their work. While strong in practical application, the Washington State student services councils may not provide the needed stretching of professional practice into new areas, which is very much required for professional growth. Yet, the governance structure of these councils establish them as part of the organization and functions of the state system; this is a benefit. Few professional organizations in student affairs carry attendance requirements as part of one's professional work duties, as it is to serve on these councils. It would be wise that these councils stay a part of any new edition of the *Manual*. They most likely provide very reliable resources about best practices, space and facilities, programmatic elements, and other such information. Yet, to further ground practice and theory one should turn their gaze towards national organizations.

The National Association for Student Personnel Administrators (NASPA) and The American College Personnel Association (ACPA) are the two premiere professional organizations in the nation to support work in student affairs. Both organizations provide networking opportunities, professional conferences, online workshops and trainings to support members, and knowledge communities that focus on bringing similar professionals together in community. Both have research functions and publishing components to their organization. However, membership for both organizations are dominated by representatives from four-year schools. An upside to these national organizations is there broad reach across the nation and developing networks by functions offered at schools. The downside to these organizations is that their focus on community colleges is small. While both organizations have knowledge building communities that focus on two-year schools, the participation of two-year schools in the organizations are

not nearly representative of the number of community colleges in the nation. This leaves community college student services professionals who attend these national organizations having to translate information from four-year school partners into models and practices that might work in a two year environment. This is less than ideal. Both mentioned organizations are really in their infancy in providing support specifically for student affairs professionals at community colleges. Yet, one cannot totally discount these organizations for their contributions to the field. If Washington State community colleges could collaborate to increase membership and representation in such organizations, groups such as these could grow in relevance and influence in the field. In fact, this is what our field needs: national organizations that supports student affairs theory and professional development at community colleges.

The third and final national organization to examine is the American Association for Community Colleges. The AACC is the primary professional organization for community colleges nationwide. Membership is established through college president offices and membership in this organization is the norm. Through conferences, workshops, publications, and professional development groups, this organization strives to be a comprehensive professional development resource for community colleges nationwide. Although the focus of the AACC is solely on community colleges, this organization struggles to represent the work done by student affairs professionals. This organization has outstanding support networks for those in chief administrator positions, business operations, facilities, and instruction and community relations but does not provide its members substantial support for student affairs areas. For example, there are no national conferences given by the AACC that deal specifically with student services

programs and practices. What the AACC gains in focusing specifically on community colleges, it loses on not containing enough professional development content for student services areas. The AACC could make a significant contribution to a work such as the *Manual*, due to its broad reach into community colleges nationwide, yet it appears that as an institution, its focus is more on operations, instruction, and administration. It should be noted, the AACC is a powerful potential partner for the *Manual* in its publishing capacity. The AACC has its own bookstore for publishing community college related materials. Should a fifth edition of the *Manual* be undertaken, this potential partner should not be overlooked. Should one wish to connect with the community colleges across the nation, connecting using the resources of the AACC could be a powerful assistance.

Professional Standards and Benchmarks

When considering professional development one might logically think to explore standards and benchmarks related to the field. Again, there is much information about such things in the field of student affairs, but not much of it dealing specifically with community college student services areas.

The aforementioned NASPA and ACPA organizations combined forces recently to develop professional standards for the field of student affairs in a publication, *Professional Competency Areas for Student Affairs Practitioners*. (Brescaini, 2010) These organizations collaborated to develop a rubric of competencies needed for effective practice in the field. The stated list of competency areas, and the tools offered to assess such expertise, included such categories as: multicultural competency, knowledge of legal issues, financial operations, human resources management, etc. These

professional standards are an excellent resource for new and emerging professionals seeking to hone their growth in needed areas. They provide helpful reference points to highlight deficiencies in a professional's practice that one may not be aware of. What is perhaps the possible greatest contribution from this initiative that may be of help in the fifth edition of the *Manual* may be the standards/competencies themselves. The NASPA and APCA standards set a benchmark for professionals to strive for. It allows practitioners in the field to measure their growth and learning to something external of their own college environment. Furthermore, they are written in a way that allows use by all institution types. Should the fifth edition of the *Manual* be undertaken, one might consider promoting the use of these professional competencies as a touchstone of shared practice among student services areas.

The Council for the Advancement of Standards (CAS, 2009) similarly provides benchmarks and expected characteristics for programs and professionals in the field. However, CAS standards focus mostly on programmatic function and do not distinguish between institution types. Yet, most student affairs professionals turn towards this organization when seeking expected standards for programmatic offerings, services, and practitioner competencies. Yet again, as institution type is not always considered in CAS, one can observe a heavy inclination towards four-year institutions when describing benchmarks and program standards. One might suggest, if using CAS resources in the fifth edition of the *Manual*, as it was in the 4th edition, to utilize this organization's standards thoughtfully and in times where program guidelines may be easily and effectively translated to community college environments.

Additionally, and probably due to the above shifts in national focus on two-year institutions, there is a growing national research interest in community colleges. One key indicator of this growth is the increased use of national *Community College Survey of Student Engagement (CCSSE)*. This national survey studies and reports out on factors of students' experience that contribute to student achievement and completion. Additionally, this tool allows schools to benchmark their own progress in relation to other like institutions. The CCSSE is bolstering a movement in community colleges to provide a more critical and data-informed self-studies for improvement. As this becomes more of the norm in the industry, we can share local information more broadly, perhaps seeking best practices and models from all over the nation, as opposed to just within our system.

Publications and Literature

Professional development in any educational field also requires a connection to current literature and publications. While the premise of this overall analysis has criticized community college student affairs for its lack of a literature base, it would be untruthful to claim that no such literature exists. There is a need for more scholarly writing on community colleges, especially done by practitioners. There is certainly a need for more access to, and support for, utilizing such research in the field. This section will provide a brief overview of some of the most prevalent and helpful resources in this regard.

The intent of this section is to provide a resource for WSSSC publishers of the fifth edition of the *Manual*. By pulling these resources to the forefront of the discussion, I endeavor to provide some guidance and support for those who may serve as the coordinators of the content for future editions of the *Manual*. The resources that follow

are relevant, current, and should lead the creators of the future *Manual* to excellent starting points for grounding practice of community college student affairs practice in theory. Further, these resources could provide a firm foundational knowledge base for scholar practitioners to build upon as they conduct their own research.

Seminal texts

To create the list of books below, I surveyed student affairs training programs and community college graduate classes. I found several books and publishing houses that focused on higher education and community colleges. I reviewed these texts and judge them to be outstanding resources for providing both a general knowledge base about community colleges, and in some cases, providing specific topical insight about aspects of student affairs in community colleges.

Beach, J. M., & Grubb, W. N. (2012). *Gateway to opportunity: A history of the community college in the United States*. Stylus Publishing, LLC.

Cohen, A. M., Brawer, F. B. & Kisker C.B (2014). *The American community college sixth edition*. John Wiley & Sons.

Nevarez, C., & Wood, J. L. (2010). *Community college leadership and administration: Theory, practice, and change (Vol. 3)*. Peter Lang.

Eddy, P.L. (June 2010). *Community College Leadership: A Multidimensional Model for Leading Change*. Stylus Publishing.

Mellow, G. O., & Heelan, C. M. (2014). *Minding the dream: The process and practice of the American community college*. Rowman & Littlefield.

Roueche, J. E., & Jones, B. R. (Eds.). (2005). *The entrepreneurial community college*. American Association of Community Colleges.

Journals

The following scholarly journals represent the industry standard for sharing peer-reviewed research and practice regarding community colleges. They contain articles written by and for both researchers and practitioners. The ones listed below are nationally known journals on community colleges. And it should be noted, like the *Practitioner's Guide* published in Washington State, there are other journals that exist and are published in their own states sharing research on specific community college systems.

Community College Review

Community College Journal of Research and Practice

New Directions for Community Colleges

Web resources

Given the possibility that the fifth edition of the *Student Services Manual* may consider an online publishing format, I endeavored to show a number of online sources that are currently in use. I have divided these into subsets based on their intent. By no means exhaustive, these websites are the highly regarded and heavily referenced in the field of community college student affairs. Some of these online web resources are like scholarly journals, pointing users to specific data and resources. Others are built to support specific communities; these are particularly used in large professional organizations to encourage interest-based factions wanting to share about community colleges. Also, there are resources included below that support educational programs and/or "think tanks" which promote specific educational training programs or research opportunities. All of these formats could be useful for designers of a new online version of the Washington State Student Services Manual.

Online Research

American Association of Community Colleges

<http://www.aacc.nche.edu/Pages/default.aspx>

Community College Research Center- Columbia University

<http://ccrc.tc.columbia.edu>

Council for the Study of Community Colleges

<http://www.ccsse.org/center>

The Council for the Study of Community Colleges

<http://www.cscconline.org/>

Online Student Services Communities

American Association of Community Colleges

<http://www.aacc.nche.edu/Pages/default.aspx>

National Association of Student Personnel Administrators- Community Colleges

Division

<https://www.naspa.org/constituent-groups/institutions/community-colleges-division>

Educational Programs and Think Tanks

League for Innovation in the Community College

<http://www.league.org/index.cfm>

Bill J. Priest Center for Community College Education

<http://www.coe.unt.edu/bill-j-priest-center>

Role of the Manual in Professional Development

The fifth edition of the *Student Services Practitioners Guide* could support the professional development functions of community college student services professionals in the field. If this resource was dynamic and accessible, it may supplement professional development and mentoring of new professionals in our system. Using current technology, such a resource could easily link practitioners to larger communities of practice and theory. If supported within the Washington Community and Technical College council structure, there would be a possibility of large-scale, and ongoing professional involvement in the evolution of this resource. If designed correctly the 5th edition of the *Student Services Manual* could play a key role in defining professional standards and competency expectations for the Washington community college system.

If the 5th edition manual were constructed appropriately, the implications for professional development and research could have broad implications. Our state is not alone in its push towards requiring data-driven decision-making and using such data for performance-based funding in higher education. Increased accountability measures are changing the face of community colleges, not only in Washington, but in the nation as well. President Barack Obama, in his 2015 State of the Union address, unveiled plans to reform community college education to become even more prominent in the landscape of U.S. higher education (Obama, 2015.) “President Obama set two national goals: by 2020, America will once again have the highest proportion of college graduates in the world, and community colleges will produce an additional 5 million graduates” (Whitehouse, 2015.) If the 5th edition were designed to capture research that would allow other community

colleges in the nation to replicate successful results, or even share what is not working, the significance of the Manual project legacy could be greatly increased.

As the Practitioner's Guide transforms to an on-line resource the potential for national relevancy also increases; particularly should scholar's prediction of the demise of the printed periodicals come to fruition (Hixon, 2006.) There is national relevancy in the movement to 5th edition Guide that acts as an institutional repository for such information. There are no other current resources that provide this service for community college student affairs work. This could be first of its kind.

Further, the practitioner-scholar movement is not unique to Washington State. (Sriram & Oster, 2012.) It is a document trend in Student Affairs work that is growing out of necessity to respond to the political changes in higher education in general, and community colleges specifically. If WSSSC could create a successful dynamic system of information sharing that is relevant, current, and responsive to the professional development needs of Washington State Community College Student Services, this model could be used and replicated nationwide.

Part III

A Case for the Student Services Manual 5th Edition, Policy Memo to the Publishers

TO: Washington State Student Services Commission, WSSSC
c/o Jack Huls, Vice President for Student Services at Peninsula College
Toni Castro, Vice President for Student Services at Highline College

FROM: Jonathan Brown, Ed.D. Candidate, University of Washington
Past-President, Council of Unions and Student Programs (CUSP)
Associate Dean, Center for Leadership & Service, Engagement and
Assessment, Highline College

DATE: April 1, 2015

RE: Policy Memo: Considerations on a 5th Edition of the Student Services Manual

The purpose of this memo is to encourage WSSSC to consider a 5th edition of the Student Service Manual legacy publication in a completely new way. Your publication has a 38-year history and the previous timing cycle would suggest that the decision to republish is upon you. I will propose that the effort and resources to produce a revised Student Services Manual be reallocated to create a wiki-based web tool, a *Practitioner's Guide* designed to support scholar and practitioner research while modernizing the way we communicate the work of our Washington community and technical college student services.

When WSSSC published the 2008 version of the decennial Student Service Manual, your executive committee asked me to serve as the project Editor. This role lasted from 2006-2008. My tasks included serving as the: content manager, statewide recruiter/trainer for chapter authors, and leader of the editorial board. This position was undertaken with support of my home institution, Highline College, and would not have been possible without the generous gift of an administrative sabbatical for me to finalize the Manual. My involvement also served as part of my doctoral project for degree completion in the Educational Leadership and Policy Studies program at the University of Washington. The resulting publication, Student Services in Community and Technical Colleges: A Practitioners Guide- 4th Edition, (also called the Manual or Student Services Manual) was received in our WSSSC related divisions across the state as an achievement: an artifact of collaboration and excellence created by WSSSC in partnership with the SBCTC, and the CTC Student Services Councils.

Now, seven years later, the legacy of the Student Services Manual project must be reconsidered. Many of the leaders of the previous editions have left the system or retired. The way that we share and generate information that informs WSSSC leaders has transformed significantly in the past decade. Also, the Manual represents considerable effort and investment: it took three years and a financial investment by WSSSC of roughly \$10K to produce to the last Manual. Yet, the Manual has also been a part of the

identity of WSSSC's organization for nearly 40 years. There must be some thought as to whether or not WSSSC will produce a 5th edition.

This memo is intended to provide some guidance for WSSSC deliberations on this topic in the coming months. It contains two parts. First, I will make a case for the continuation of the Manual project. Second, I have five recommendations for WSSSC to consider, should your organization decide to move forward with this project. This petition is intended as a supplement to a live presentation and discussion that you will be invited to in May 2015.

A Case for the Student Services Manual

What is the Student Service Manual?

The Manual is more than a list of programmatic standards and expectations for Student Services in Washington State Community Colleges. The Manual has served as a physical testament to the leadership and vision of WSSSC. For four decades, professionals have been able to turn to this resource as a representation of the force and direction of Student Services in our CTC system. Through the years, the Manual has evolved in its intent. With the last edition, the purpose of publication shifted to serve as a contribution to the entire field of Student Affairs. The manual has been used by WSSSC leaders as a tool for institutional change, as a standards guide for CTC practitioners, and as educational tool in selected graduate trainings programs in the state and beyond. A fifth edition provides an opportunity to enlarge this legacy. WSSSC has the ability to re-invent the manual in a form that will not only continue to support WA CTC Student Services as a resource for practitioner's, but also to keep the field informed on the latest and greatest best practices in community colleges as evidenced by progressive application of research and continuous improvement in the WA CTC system.

Is it worth it the expense?

While the last Manual was a three-year, \$10K project, changes in technology and information sharing have moved much of this type of content online. All would agree, this old way of publishing is no longer worth the expense. All the previous Manuals were produced with volunteers from within the system and the greatest financial expense were allocated to the layout, design, printing, and binding of the project. One challenge of previous editions has been its declining relevancy as it aged between new versions. There is an opportunity now to use that investment in a different way, creating a web-based tool which would be a more sustainable, easier to update, quick to modify, and generally more useful.

What about the resources needed to undertake this project?

The Manual is a considerable project for WSSSC to undertake. The last manual had over 50 people from around the state who contributed content or worked on the management of the project over a three year period. However, it should be noted that this project is

unique in building bridges of collaboration and understanding between WSSSC and the Student Services Councils. Historically, the Manual has provided both parties the opportunity to reflect on their organizational identity, explore the theoretical foundations to their practice, and review their future aspirations in a public forum. This reflective practice is an important part of organizational growth and learning. It has served as guide and map for the entire CTC system to understand and stay current on Student Services. If the proposed new and improved project geared towards today's and tomorrow's digital learners is not undertaken, what will be put forth to serve this function of WSSSC in the future?

Is there a need for the manual as a published artifact?

Community colleges are relatively under-researched institutions in the field of Higher Education. This is not a surprise. Unlike our university counterparts we have no traditional requirements for research and inquiry in our institutions. In fact, we take pride in our societal role as leaders of teaching and learning institutions. Yet, as the CTC system moves towards a performance-based funding model, the importance of assessment, research and evaluation is becoming more relevant in our Student Services divisions. We are confronted with the need to produce more data and research at our own campuses. The Manual has a significant contribution potential to the literature base that is growing in the field of community college student services. With some focus and intention, the Manual may become even stronger in this regard. If done correctly, the Manual could serve as both an informational set of standards for interagency use and a useful tool for research and knowledge generation.

Why should WSSSC do this?

This exercise, while not easy, pushes all involved towards improvement and excellence. Deep collaboration between the Student Services Councils and WSSSC has focused primarily on specific projects and statewide initiatives. This project would strengthen that collaboration the vision-setting and systemic level. While collaboration is common on specific projects and statewide initiatives, is rare on a macro-level between WSSSC and the councils. The new *Manual* project would serve as a vehicle for strengthening leadership development for those practitioners that aspire to the chief student affairs officer role. The use of the Manual project to enhance our statewide learning community is a unique opportunity. In addition, should the product be reframed and redesigned to better respond to the professional development needs of practitioners, it could possibly serve as hub for collective information used by professionals, not only locally, but also to the field of student affairs.

The time is right for the 5th edition of the Student Services Manual. With an expanded vision for the project, while turning to alternate publication strategies, WSSSC has the opportunity to create a long-lasting and relevant contribution to the field of Student Services at Community Colleges. Further, with thoughtful intention and design, it may be the right time to fully transition the legacy of the Manual to become and useable and relevant Student Service Practitioners Guide, helping to inform our work for the future.

Recommendations for the Next Edition

Please consider the following recommendations for the 5th Edition of the Student Services Manual. They have been generated as part of the final stages of my doctoral degree completion after significant reflection on the production of the 4th edition and review of current literature and practice in the areas of: a) practitioner-based research, b) methods for effective sharing of information, and c) the professional development needs of community college student services professionals.

1) Create a Manual that can retain relevance

The Student Services Manual must change to improve. The previous editions became dated quickly. This is due to the vibrant and ever changing environment of the CTC system; a printed document describing our work cannot stay relevant for 10 years. I would recommend that the manual project transfer from print media to a wiki-based web resource. WSSSC could maintain editorial control, but selectively authorize updates and revisions from designated contributors. Changes could be made in real time, and as soon as new offerings are made, or old programs are extinguished. In addition, our terminology in the field is ever-shifting. A wiki-based electronic version would allow WSSSC to stay more accurate in our language and process descriptions over time. It would allow for changes in culturally responsive language revisions, as terms change quickly in regard to the ways that we respectfully address the diverse cultures and identities of our students and staff of the CTC. A new electronic version of the manual would also allow for an expansion of content areas to support the ever dynamic and changing offerings of CTC student services.

2) Maximize the Manual using it as a hub for professional development and information sharing.

As a web-based resource, there is no limit to new and dynamic uses for this publication. One obvious addition to the Manual would be to develop it, not only as a descriptive manual for our internal services and programs, but also as an information hub: linking practitioners to other resources and organizations that help provide the theoretical foundations in the field. The manual could easily link to professional standards organizations (e.g. CAS, AACC, NASPA or ACPA) for quick reference and training purposes. It could also connect users to practitioner standards and assessment tools to support excellence in student affairs practice (e.g. NASPA & ACPA Professional Competencies, and CCSSE). To support this initiative, a certification training in Student Affairs Assessment and Research could be developed in partnership with these organizations.

3) Use this as a research and development tool.

There are active initiatives in the state that are encouraging Community College Student Services Professionals to engage in research, assessment, and evaluation practices such

as: Achieving the Dream, Student Achievement Initiative, and even changes with the NWCCU accreditation expectations. Collected data and research should not be developed merely as the means to a performance measured end. The Manual could be developed as public warehouse for outstanding research and best practices contributions expanding the theoretical foundations of the field. The future Manual could not only be a place to house information, but also a place to encourage and support the development of new knowledge which could inform the field of Student Affairs.

4) Structuring the investment for the Manual

The manual has historically been challenging as a WSSSC project to manage. There have been questions of ownership and responsibility that have been weighed heavily on small numbers of individuals leading the development of the publication. Consider restructuring the investment in the manual. Move the financial resources away from the print publications and into the CTC community members that could help produce the work. I would suggest creating an editorial board with a modest stipend attached that could be promoted as a WSSSC honor and professional development opportunity for practitioners in the system. Further, I would encourage that WSSSC work collaboratively with the CTC Councils to create a plan for the publication that acknowledges the symbolic nature of this vision-setting work.

5) Create a Manual as an actual Guide to create alignment and collective voice.

Creating the Manual is an act of leadership by WSSSC. By bringing WSSSC, the CTC Councils, and the colleges together into common vision and action strengthens our system. Important contributions by Community College Student Services in Washington State are being made, but are not often highlighted in our system which is rightly dominated by the instructional mission of our schools. In this time of resource scarcity, the Manual could actually be developed as a guide to producing and replicating excellent, relevant, and aligned Student Services in Washington and beyond.

Thank you for the time you invested in considering this case for the Student Services Manual project and reviewing the suggestions I have for the 5th edition. I have devoted a great deal of personal energy into the project and have come to appreciate the Manual as an artifact of the great work WSSSC does in Washington State. I look forward to discussing the case for the manual and the suggestions above at our forthcoming meeting in May.

References

- Beach, J. M., & Grubb, W. N. (2012). *Gateway to opportunity: A history of the community college in the United States*. Stylus Publishing, LLC.
- Bresciani, M., Todd, D., Carpenter, S., Janosik, S., Komives, S., Love, P., & Tyrell, S. (2010). ACPA/NASPA professional competency areas for student affairs practitioners. *American College Personnel Association, National Association of Student Personnel Administrators*.
- Bolman, L. G., & Deal, T. E. (1991). *Reframing organizations*. San Francisco: Jossey-Bass Publishers.
- Cohen, A. M., Brawer, F. B. & Kisker C.B (2014). *The American community college sixth edition*. John Wiley & Sons.
- Carpenter, S., Stimpson, M.T. (2007). Professionalism, Scholarly Practice, and Professional Development in Student Affairs. *NASPA Journal*. 44(2). 265-284.
- Community college journal of research and practice*. (1993). London: Taylor & Francis.
- Council for the Advancement of Standards in Higher Education. (2009). *CAS professional standards for higher education* (7th ed.). Washington, DC: Author.
- Eddy, P.L. (June 2010). *Community College Leadership: A Multidimensional Model for Leading Change*. Stylus Publishing.
- ERIC Clearinghouse for Junior Colleges. (1973). *New directions for community colleges*. San Francisco, CA: Jossey-Bass Publishers.
- Erickson, W., Trerise, S., Lee, C., VanLooy, S., & Bruyère, S. (2007). Research Brief: Web Based Student Processes at Community Colleges—Removing Barriers to Access. Ithaca, NY: Cornell University
- Gilson L. L. & Shalley, C. E.(2004). "What leaders need to know: A review of social and contextual factors that can foster or hinder creativity." *Leadership Quarterly* 15(1): 33-53.
- Gorne, I. (2006). Interview by Jonathan Brown on June 8, 2006: Ivan Gorne is WSSSC Member, WSSSC CUSP Council Liaison, and Vice President for Student Services at Highline Community College.
- Hatfield, L. J., & Wise, V. L. (2015) *Why Student Affairs Professionals Should Pursue Scholarship (And Why We Don't)*. Stylus Press.

- Head, R. B., & Johnson, M. S. (2011). Accreditation and its influence on institutional effectiveness. *New Directions for Community Colleges*, 2011(153), 37-52.
- Hixson, C. (2006). If we build it, will they come (eventually)? Scholarly communication and institutional repositories. *The Serials Librarian*, 50(1-2), 197-209.
- Hoffman, J. L., Bresciani M.J. (2010). Assessment work: Examining the prevalence and nature of learning assessment competencies and skills in student affairs job postings. *Journal of Student Affairs Research and Practice* 47.4: 487-504.
- Hornak, A.M., Akweks, K., Jeffs, M. (2010). Online Student Services at Community Colleges. *Online Education: New Directions for Community Colleges, Number 150* (Vol. 209).p79-87. John Wiley & Sons.
- Jablonski, M. A., Mena, S. B., Manning, K., Carpenter, S., & Siko, K. L. (2006). Scholarship in student affairs revisited: The summit on scholarship, March 2006. *NASPA Journal*, 43(4), 182–200.
- Keim, M. C. (2008). College Student Affairs Preparation Program Faculty: Who Publishes and What do they Publish? *College Student Journal*, 42(2), 469-478. Retrieved from <http://search.proquest.com/docview/236590197?accountid=14784>
- MacClennan, R. (2006). Phone interview with Jonathan Brown on May 15, 2006: WSSSC President 2005 and Chair of the WSSSC Manual Steering Committee.
- Mellow, G. O., & Heelan, C. M. (2014). *Minding the dream: The process and practice of the American community college*. Rowman & Littlefield.
- Munsch, P., & Cortez, L. (2014). Professional Competencies for Student Affairs Practice. *New Directions for Community Colleges*, 2014(166), 47-53.
- Nevarez, C., & Wood, J. L. (2010). Community college leadership and administration: Theory, practice, and change (Vol. 3). Peter Lang.
- North Carolina State University. (1973). *Community college review*. Raleigh, N.C: North Carolina State University.
- Obama, B. (2015). Remarks by the President in State of the Union Address. *January, 20, 2015*.
- Parks, Sharon Daloz. (2011). *Big questions, worthy dreams: Mentoring young adults in their search for meaning, purpose, and faith*. San Francisco, CA: Jossey-Bass.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students* (Vol. 2). K. A. Feldman (Ed.). San Francisco, CA: Jossey-Bass.

- Patton, L. D., & Harper, S. R. (2009). Using reflection to reframe theory-to-practice in student affairs. In G. S. McClellan & J Stringer (Eds.), *The handbook of student affairs administration* (pp. 147–165). San Francisco, CA: Jossey-Bass.
- Plecki, M.L., Knapp, M. S., Castañeda, T., Halverson, T., LaSota, R., & Lochmiller, C. (2009). *How leaders invest staffing resources for learning improvement*. Center for the Study of Teaching and Policy.
- Porter, R., (2011). More Paper out the Door: Ten Inexpensive Ways to Stimulate Proposal Development Research Management Review, v18 n1 p64-72 Spr-Sum 2011. Retrieved from ERIC (EJ980457)
- Raspiller, E., & Bucher, K. H. (2009). Review of " Student services in community and technical colleges: A practitioner's guide ". *Journal of Student Affairs Research and Practice*, 46(2), 494-498.
- Roueché, J. E., & Jones, B. R. (Eds.). (2005). *The entrepreneurial community college*. American Association of Community Colleges.
- Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. Broadway Business.
- Shulock, N., & Jenkins, D. (2011). Performance Incentives to Improve Community College Completion: Learning from Washington State's Student Achievement Initiative. A State Policy Brief. *Community College Research Center, Columbia University*.
- Sriram, R., & Oster, M. (2012). Reclaiming the "Scholar" in Scholar-Practitioner. *Journal Of Student Affairs Research & Practice*, 49(4), 377-396. doi:10.1515/jsarp-2012-6432.
- Washington Executive Leadership Academy, *Academy History*. Retrieved at <http://wela.ctc.edu/history.aspx>. April 22, 2015.
- Washington State Board for Community and Technical Colleges (April 2005), *Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Longitudinal Student Tracking Study (The "Tipping Point" Research)*, Research Report No. 06-2, Olympia, WA. Retrieved at http://www.sbctc.ctc.edu/college/_e-ibest-research-data.aspx on April 25, 2014
- Washington State Board for Community and Technical Colleges. (2013) *Legislative News Blogspot*. Retrieved from: <http://sbctclegislativenews.blogspot.com/> on April 27, 2015.

Washington State Community and Technical College. (August 2014). *Field Guide 2014-2015, State Board for Community and Technical Colleges*. On-Line Publications. Olympia, WA. Retrieved at <http://sbctc.edu/college/fieldguide/FieldGuide2014Complete.pdf> on April 25, 2014.

Washington State Student Services Commission. (1977). *Student Services Manual*. [1st Edition] Olympia, WA: Washington State Student Services Commission.

Washington State Student Services Commissions. (2008). *Student Services in Community and Technical Colleges: A Practitioner's Guide (4th Edition)*. Olympia, WA: Washington State Student Services Commission.

White House, The. (2015). *Building American Skills Through Community Colleges[PDF]*. Washington D.C. The White House. Retrieved at <https://www.whitehouse.gov/sites/default/files/100326-community-college-fact-sheet.pdf> on May 26, 2015.

Wikispaces. Retrieved at <http://www.wikispaces.com/content/classroom> on March 23, 2015.

Young, J. R. (2003). Student Engagement in Learning Varies Significantly by Major Survey Finds. *The Chronicle of Higher Education*, 50.

Appendix I

Student Service Manual 4th edition, Writer's Guide



Welcome and Project Description	1
Job Description: Section Author	3
Project Time-Line	4
How to Approach Your Writing	4
Student Services Manual Outline.....	5
Style and Formatting.....	6
Application, Format, and Font	6
Use of Reference Materials.....	8
APA Style Basics	8
Section Writing Guide	11
General Guidelines for Section Writing	12
Sub-section descriptions	12
Mission.....	12
Services and Functions	13
Staffing and Organizational Structure	13
Physical Facilities	13
Quality Indicators.....	14
Best Practices	14
Challenges.....	15
Future Directions	15
References and Resources.....	15
Length Suggestion Summary	16
Final Thoughts	17



Welcome and Project Description

Thank you for your service to the Washington State Student Services Commission through your willingness to volunteer as a Section Author for the 2008 edition of the Student Services Manual.

You are probably familiar with the Student Services Manual last produced in 1998. The current publication you are contributing to owns a long history in the state. We are in planning stages of the fourth edition of the manual. The manual that you can find back in your office (or the office of your Vice-President) describes common practices in the state among our community colleges and establish standards of operation for Student Services functions. We invite you to review the last edition to get a feel for the history of this publication.

The new manual is attempting to go beyond standards of operations. An enhanced chapter outline will guide you toward writing not merely about what currently exists in our Community and Technical Colleges, but also look to our collective future and describe new trends and innovations based on such factors as technology, our changing knowledge, or our shifting society.

Historically, the Student Services Manual has had the following uses:

1. As a standards manual and training guide for SBCTC Student Services Administrators throughout the state, especially new administrators.
2. As a handout for promotion and information at national conferences attended by WSSSC members, especially WSSSC leaders and community college presidents.
3. It is used on CTC campuses as a procedures guide for helping establish program standards and as an impetus to generate new programs to serve students.
4. It generates a small amount of revenue for WSSSC at the time of publishing; nationally advertised through professional affiliations and sold to other colleges. This revenue helps to defray publication expenses. Past purchases outside of our state system often came from graduate programs in Student Affairs. For this publication, we are hoping to strengthen our connection between practice and research to enlarge the manual's appeal to academic audiences.

As you write, keep these uses in mind. Attempt to inspire your peers around the state and use this as an opportunity to advance your area of student services. Clearly, our hope is



to raise the water level for our entire systems by highlighting best practices and future directions.

It is an honor to welcome you aboard in this project. Feel free to contact the manual editor or project coordinator, should you have any questions or concerns along the way.

Rich Haldi, Student Services Manual Project Coordinator
Vice President for Student Services
Everett Community College

Jonathan Brown, Student Services Manual Editor
Associate Dean for Student Programs and Leadership
Highline Community College



Job Description: Section Author

General Description

Serve as a section/chapter author for the new student services Manual and follow the Writer's Guide and the timelines for writing completion as identified by the Student Services Manual Steering committee.

Qualifications

- Written communication skills
- Willing to commit to timeline (writing will occur June-October)
- Ability to collaborate with statewide council colleagues to ensure inclusive representation
- Willingness to follow format suggestion detailed in the provided Writer's Guide

Characteristics

- Authors should have considerable experience in the state's CTC system
- Authors should be strong writers who also are well connected with their peer council members for feedback and review

Tasks

- Authors will be asked to read the last version of the Student Services Manual (1998 edition).
- Authors must be flexible with end product, as submissions may have to be edited to fit into the overall written manual
- Follow guidelines for length and included sub-sections determined by the editorial committee.
- Complete a draft of one selected section of the manual, that will then be given to the Editorial Committee— roughly 5-8 pages, with references, following style guide (e.g.- APA style).



Project Time-Line

<i>June 20</i>	Chapter writers training session @ joint WSSSC/Council
<i>Late June</i>	Find printer.
<i>JULY- SEPTEMBER</i>	Authors begin writing for Student Services sections
<i>October 15</i>	non-council chapters/sections due and sent to Manual Editorial Board.
	** STUDENT SERVICE COUNCILS review chapters at fall meetings**
<i>November 15</i>	Final DRAFT due from councils to Manual Editorial Board
<i>November 15 - December 15</i>	Editorial review by Manual Editorial Board
<i>December 15</i>	Rough Draft due to WSSSC
<i>January 10</i>	Editing for voice and content - formatting
<i>February 1</i>	Final draft due. Design and production work continues.
<i>March 15</i>	Send to printer.
<i>April 1</i>	Publication target date.

Manual ready to unveil at Student Services Conference in Yakima on April 9th-11th

How to Approach Your Writing

To begin, your recommendation and selection as a Section Author was based on your experience in the field and your level of understanding regarding a particular area of expertise. We are looking to market the manual both internally and externally to our system. Please keep in mind our range of readers that may be analyzing your work: your peers in the state system, new student services professionals entering our field, and graduate students studying Student Affairs through the lens of community colleges.

Although you most likely work in the office with a similar name to the section you are writing, it is important to realize that you are writing on behalf of all the programs in the CTC system that offer these students services functions. In describing the work that you do, you are charged to cast a broad net to other programs and services that exist around the state.



When in doubt, check it out! Your council should approve your writing prior to submission to our Editorial Board on November 15th. If you are stuck along the way or are unsure about the direction or completeness of your section, please consult your student services council executives for guidance and support. Feel free to assemble a work team from your council to assist in drafting parts of your section that you feel may be deficient. In addition, asking colleagues for peer review before submission is an excellence way to collaborate. If you can, use your student services council list serve to help gather feedback efficiently. Although you are the Section Author, the expectation is that your product is collaborative, utilizing many voices from around the state that share your passion and interest in best practices in Student Services.

Student Services Manual Outline

Your task is to author a specific section of the overall new edition of the Student Services Manual. To contextualize this request, it may be helpful for you to know what the manual will contain as a whole. What follows is a rough current outline for the overall contents of the manual, including all of the independent sections:

- I. Introduction
- II. Student Services Administration
- III. Admissions, Registration & Records or Enrollment Services
- IV. Advising/Educational Planning
- V. Career Development & Employment Services
- VI. Child Care Services or Child Care Center
- VII. Counseling Services
- VIII. Disability Support Services
- IX. Student Financial Aid Services
- X. Athletics and Recreational Sports Programs
- XI. Multicultural Student Services
- XII. Student Programs
- XIII. Tutoring Services or Learning Support Services
- XIV. Women's Programs
- XV. Student Rights and Responsibilities including Student Discipline and FERPA*
- XVI. TRIO Programs*
- XVII. Veterans Services*
- XVIII. International Student Services
- XIX. Lesbian, Gay, Bisexual & Transgender (LGBT) Programs and Services (including Safe Zone Program)*
- XX. Online Student Services*
- XXI. Strategic Enrollment Management (including outreach & recruitment & retention etc.)



- XXII. Funding and Resources
- XXIII. The Washington Community and Technical College System – (including: articulations between student services/instruction, ICRC, advancing & advocating for legislative issues etc. Others: Workfirst, Opportunity Grants, IBEST, Gates Foundation, Achieving the Dream etc.)*
- XXIV. The Washington State Student Services Commission
- XXV. Directory
- XXVI. Bibliography used for the entire publication*

Clearly, you are in good company as a section author. This edition will contain some new sections (see * above). In addition, like in our last publication, we ask that each section be presented in a particular order of sub-sections. Descriptions of these sub-sections and guides for writing them are included in this manual.

Style and Formatting

This topic is provided to ease the reformatting burden of the editorial committee by proactively providing a single format for submissions.

Application, Format, and Font

Please write your section using Microsoft Word. All submissions will need to be PC Word compatible and should tables or graphs be used, it is requested that these also be submitted to the editors as part of your Word document.

It should also be mentioned that submission should be “word-processed” as opposed to typewritten. Please keep your document free of the type writer standards of our typing-class past. Here are some common examples:

- Double spacing after sentence completion is no longer needed. Word processors automatically indent new sentences appropriately in your body text.
- Indenting paragraphs with five spaces—standard in the good ole day is now out of date. Please indent new paragraphs with your **tab key**.
- For bulleted lists and numbered lists, please use Word’s automatic bulleting and numbering defaults. This will allow for easier common formatting during editing and save a lot of time!

Submissions should be double-spaced and should be relatively free of imbedded formatting (e.g.—bulleted lists, auto-numbering, auto-indexing, etc... keep these to a minimum please). The idea here is to receive basic text that can be commonly formatted



as part of the design phase of the manual. Please do include appropriate use of underlining and italicizing per these style instructions.

Please use the default “Times New Roman” font style for your submission. Also, please submit your section using a 12-point font.

Consistent Language Use Practices for Our Manual

Again, with the goal of limiting our editing work, the following particular guidelines are included to support a common voice and style of the publication.

Capitalization

We want to use common guidelines on capitalizing words such as student services, financial aid etc., and job titles such as vice president for student services, associate dean for student programs, and other words and titles. Please use lower case unless it’s the exact title/name of the building, system, person etc. Some examples:

- When talking about our state community and technical college system, use of lower case letters is appropriate. When speaking about the State Board for Community and Technical Colleges, that would be a proper noun and capitalized.
- When discussing titles that perform functions in our offerings you might say, vice presidents for student services usually coordinate systems of student conduct. In speaking about best practices though, one might write Vice President for Student Services Rich Haldi at Everett Community College runs a self-monitored student conduct system that is outstanding.
- This distinction also applies to the use of the student programs office vs. Highline Community College’s Student Programs Office.

Use of accessible language

As you write about our students or student populations, you are asked to use a writing voice to create the most accessible tone for the reader. This will help us not sound as though we are inappropriately labeling student groups or our student population. A common example might be using the term “person with a disability” as opposed to a “disabled person.”

Use of gender neutral language



It is common for gender loaded language to creep into our writing. Please avoid using language and pronouns that defines a gender when gender specific language is not needed. Some common examples particular to student services:

- Pronoun use referring to a student as “he” or “she”. It might be better to just say “student.”
- Use chairperson or chair, as opposed to “chairman.”

References to Student Services Staff

For this manual, it is not necessary to distinguish between the administrative, classified, faculty, part-time, full-time or contracted employees that make up our student services staffs. Please use the generic term “student services staff” or “staff” to refer to all professionals that serves students unless that role is needed in the context of your submission. An example might be found in counseling centers where the counseling staff may be distinguished from other staff members in that particular department.

Use of Reference Materials

It is a given that our practice in Student Services is often grounded in theory, research, or studies that have helped inform our offerings. As much as possible, and throughout your sub-sections, we ask that, you liberally cite reference materials to substantiate practice or give deserved credit to the inventor of the ideas used throughout the state.

A compiled bibliography will note all reference material and citations in this edition at the end of the publication. When you write your section, we ask that you create a “references cited” page in APA (American Psychological Association) writing style. Again, this will limit the amount of time needed to reformat sections submitted by our pool of authors.

APA Style Basics

For those deeply familiar with the nuances of APA, let us be clear that we are not *strictly* following APA style; APA publishes a whole book on the intricacies of APA formatting.

However, we are interested in using APA style, especially for citing and utilizing reference materials. We have borrowed the following guidelines from the University of Washington’s library website on the topic of citation and writing guides. See the source of these guidelines at:

<http://www.lib.washington.edu/research/wri.html>



RULES FOR GENERAL REFERENCE CITATION

Use the rules below to guide your reader to a source or reference that was used in the development of a practice or service.

General rule for citing a source in the text of your manuscript:

(Author's last name, year of publication).

Works by one author:

First citation of this source in your manuscript:

Walker (2000) compared reaction times... ***-or-***

In a recent study of reaction times (Walker, 2000)... ***-or-***

In 2000 Walker compared reaction times...

If citing the same source more than once in the same paragraph:

First citation in a paragraph:

Walker (2000) compared reaction times...

Subsequent citations of same source in same paragraph:

Walker also found...

Works by three to five authors:

First citation of this source in your manuscript:

Wasserstein, Sapula, Rosen, and Gerstman (1994) showed...

After first citation of your source, use the following rules if using the same source again in the rest of your paper:

First citation in a paragraph:

Wasserstein et al. (1994) studied conditions...

Subsequent citations of same source in same paragraph:

Wasserstein et al. also found...

Works by two authors:

Use the same format as you would for one author, ***except always*** refer to both authors' names whenever you cite the source in your paper:

Walker and Smith (2000) compared reaction times...

Newspaper article with no author named:

A comprehensive study showed dramatic results ("New Drug," 1993). (The full title of this article is: "New drug appears to sharply cut risk of death from heart failure.")

RULES FOR DIRECT QUOTE CITATION



In general, for a direct quote (rather than a paraphrase); provide a page number in the citation in addition to the reference information shown above.

Resource with page numbers:

She stated, “The ‘placebo effect’ disappeared when behaviors were studied in this manner” (Miele, 1993, p. 276).

Electronic resources without page numbers: Use the heading of the section (if available) and the paragraph number in that section preceded by the ¶ symbol:

“The current system of managed care and the current approach to defining empirically supported treatments are shortsighted” (Beutler, 2000, Conclusion section, ¶1).

** Note: for direct quotes the punctuation for completing the sentence goes after and outside the parentheses that cite the reference.

GUIDELINES FOR REFERENCES AT THE END OF YOUR SECTION

General Guidelines:

- References are cited on separate pages at the end of a manuscript under the label References (with no quotation marks or underlining), centered at the top of the pages.
- Authors’ names are inverted (last name first); give the last name and initials for all authors of a particular work. Alphabetize your reference list by authors’ last names. Use “&” instead of “and” when listing multiple authors of a single work.
- References should be **double-spaced** and have a **hanging indent**: The first line of a reference is set flush with the left margin, and subsequent lines indented one-half inch from the left margin.
- *Italicize* titles of books and journals. Do not put quotation marks around article titles.

FORMAT FOR REFERENCE LIST

Use the examples below to create your reference list for any materials that you have cited in your section. The type of source material is listed in bold italic type and the reference citation models the proper format to be used for that particular type of source material.

Journal article retrieved from a print version of a journal

Rhoades, G. (1987). Higher education in a consumer society. *The Journal of Higher Education*, 58, 1-24.

Journal article retrieved from an online database



Crisologo-Mendoza, L. (2001). Population growth and customary land law: The case of Cordillera villages in the Philippines. *Economic Development and Cultural Change*, 49, 631-58. Retrieved March 1, 2003, from ABI Inform/Global database.

Article in an Internet-only journal

McGowan, J. (2002). Understanding jazz styles through sociolinguistic models. *Discourses in Music*, 4(1). Retrieved February 1, 2003, from <http://www.discourses.ca/v4n1a1.html>

Internet article based on a print source

Lufi, D., Parish-Plass, J., & Cohen, A. (2003). Persistence in higher education and its relationship to other personality variables [Electronic version]. *College Student Journal*, 37, 50-59.

Newspaper article with no author named

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A12.

Magazine article

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

Books and other non-periodical literature (i.e., reports, brochures, manuals, audiovisual materials)

Kirk, H. D. (1964). *Shared fate: A theory of adoption and mental health*. London: Free Press of Glencoe.

Book chapter

Ready, S. K. (1987). Search strategy in the research process: Sociology. In M. Reichel & M. A. Ramey (Eds.), *Conceptual frameworks for bibliographic*

Section Writing Guide

Each section will have a similar length, outline and content approach. This part of the guide will:

- Provide some general thoughts as you prepare to write,
- Briefly describe each sub-section that is to be included in your submission and some strategies of how to address the writing of these subsections.
- Provide overall length guidelines and suggestions



General Guidelines for Section Writing

As you begin, please keep in mind the following general guidelines:

- 1) **Be inclusive.** Your section needs to represent current and anticipated future practices used in all 34 of our partner community colleges. This responsibility requires care and sensitivity. Know that certain offerings at one school may not be appropriate at another. We suggest that when you describe the “purpose/mission” and “services and functions” sub-sections of your offering that you write broadly and inclusively. Save particular programs and unique contributions for the “best practices” and “future directions” sub-sections.
- 2) **Be forward thinking.** Some criticized our last publication as written merely to capture what we are presently doing in Student Services. This snapshot approach sometimes gave the impression that our programs were less than dynamic. Write boldly and powerfully describing our offerings in the best light. Use data to make your point that our programs, services and offerings are developing and growing. Your sub-section should not so much provide a snapshot of current practice, but a home video of action moving towards future offerings.
- 3) **Reference your work throughout your section.** Again, please make an effort to reference research, models, and studies that are the foundations of practice in your student services area. The “Quality Indicators” sub-section and the “Future Directions” sub-section seem particularly suitable for bringing outside sources that inform your practice.

Sub-section descriptions

The following descriptions are included primarily for section authors that are writing on behalf of councils and other affiliate organizations (e.g.- CUSP, ARC, WSSSC, MSSDC... etc.)

(Note for non-council affiliated section authors: the following section can still be helpful. Please write to those sub-sections that apply to your topic. Also, we ask that you adhere to the overall length suggestions for your section.)

Mission

Typically, a brief statement that encapsulates the overall purpose of this function in the spectrum of offered Student Services. These are often included in council web pages and will not have to be invented from scratch. If you are writing a new section that not



connected with a council, consider writing other sections first and then return to the Mission sub-section and drafting a brief summary statement that describes your functions.

Suggested maximum length: 100 words

Services and Functions

This section provides an overall list of commonly performed services and functions found in this area of Student Services. The list should include core services and essential functions that are common among most participating schools in the CTC system without being exhaustive. This is often best addressed as a bulleted list of functions and services offered.

Suggested maximum length: 200 words

Staffing and Organizational Structure

This should be carefully written to be inclusive of differing staff sizes from different sized schools from our participating colleges. This section should honestly describe what is typically found at the average school size.

Please address the following, if appropriate to your area:

1. How should staff size or structures be determined to best fit the needs of a particular community college?
2. What are typical organizational structures for your offered service?
3. What professional roles positions or are typically found in this department area?
4. Outside of the college general fund, is there typical revenue sources that help pay for staff in this area?

Suggested maximum length: 200 words

Physical Facilities

This section should describe both the typical and common physical conditions and spaces that house your services. This should highlight needed spaces that are essential to providing good service. For example, student counseling services require a confidential and private workspace where counseling may take place. Entry Services testing often needs a testing lab or computer bank to help assess incoming student. Student Programs needs space, often a student union, to build student communities. These physical resources should all be laid out in this section.



This section should also speak about the current or common co-locating practices of this service among other student services. Does your function typically stand alone, or does it commonly work from another department? What other connections to other student services or college departments does this area work with or co-locate with?

Suggested maximum length: 100 words

Quality Indicators

This section should describe how this student services area demonstrates effectiveness.

- What are common outcomes or benchmarks of effective service?
- What measures can be taken that demonstrate success or participation?
- What are standards of quality service that are followed in this section?
- Are there state or national standards that are used to accredit functions from this area?
- Are there standards of operations used that are provided from national or regional organizations?
- Are there laws or legal practices that guide the service offerings of this area?

This section should be written with a new professional in mind. Write this section in a way that would guide a Student Affairs professional setting up a new program in this area. Again, please try to cite references for readers that wish to know more about your standards and quality indicators.

Suggested maximum length: 200 words

Best Practices

Writing this section will require some buy-in from your council or your peer institutions that also provide service in your area. The manual editors would like you to highlight 3-4 best practices from around the state. These are not intended to be full-blown program descriptions of these best practices, but written as “teasers” that inspire a reader to further research should they be interested in learning more. Best practices should be endorsed and approved by your council leadership (if such a body exists) prior to the submission of your section draft.

Best practices highlighted here should:

- 1) Demonstrate excellent delivery of services and functions,



- 2) Highlight innovative and new approaches
- 3) Should be briefly described, only enough to raise interest for further discovery
- 4) Should name the specific school, office, and program so that interested parties may use the Student Services Manual Directory to make contact with the appropriate Student Services office if they desire more information.

Authors may want to contact their council leaders prior to writing this sub-section to get a feel about the selection process for best practices. For assistance in developing a process of identifying best practices in your area, please feel free to contact the Student Services Manual Editor for personalized assistance.

Suggested maximum length: 200 words

Challenges

This section should expose the dynamic changes that are being addressed by this area. The section could detail financial challenges, service population challenges, enrollment challenges, technology challenges, societal challenges, or other items/trends/or events that are causing changes to the services and functions offered in this area.

Suggested maximum length: 150 words

Future Directions

This section should relate in some way to the preceding sub-section on Challenges. To meet these stated challenges, what new initiatives, new technologies, new practices, and new solutions are emerging? If applicable, what does current research and literature say about the future direction of your offerings? What is on the horizon for your area? It might be helpful to remember that it may be another 10 years before this publication is updated. What is your best guess at the future for the duration of this edition of the manual?

Suggested maximum length: 150 words

References and Resources

Using APA format described above, please list the resources and cited sources that were used in the development of your section.

Suggested maximum length: the longer the better!



Length Suggestion Summary

The Student Services Manual cannot be an endless document. Please use the Word Count function in the Tools menu in Word to keep aware of your document length. Below is summary of the suggested maximum length of the sub-sections to adhere to in your submission.

Mission

Suggested maximum length: 100 words

Services and Functions

Suggested maximum length: 200 words

Staffing and Organizational Structure

Suggested maximum length: 200 words

Physical Facilities

Suggested maximum length: 100 words

Quality Indicators

Suggested maximum length: 200

Best Practices

Suggested maximum length: 200 words

Challenges

Suggested maximum length: 150 words

Future Directions

Suggested maximum length: 150 words

References and Resources

Suggested maximum length: the longer the better!

Total Maximum Word Count For Your Section

1300 words



As the Section Author, you will be limited to a 1500 word cap for your entire section (not including references). Feel free to modify the lengths of your given sub-sections to best suit the needs of your area, but do not exceed the maximum word cap limit. Most Section Authors should be able to complete this task in 1200-1500 words. This is about 5-6 pages in the APA and style guide format listed earlier in this writer's guide.

Final Thoughts

Thank you again for your willing participation in helping with the production of the 2008 edition of the Student Services Manual.

FINAL SECTION SUBMISSIONS ARE DUE

For non-WSSSC Council Affiliated Sections- **on October 15.**

For WSSSC Council Affiliated Sections - **November 15** (These sections should be reviewed and endorsed by your council at your fall council meeting. Submission made by November 15 should be final; reviewed and endorsed by your council prior to submission)

Submit your final sections electronically to both the Editor and Project Manager listed below.

PLEASE NOTE: Editing of your section will occur. This will be necessary to create a common voice and message that is consistent throughout the entire Manual. All efforts will be made to not change substantial sections or delete relevant materials. However, the WSSSC Student Services Manual Editorial Board and the Project Coordinator reserve the right to modify submitted content and make revisions as needed to submitted work so that a cohesive product may be maintained.

Your efforts are appreciated. WSSSC plans on recognizing your contributions at the Student Services Conference in Yakima, April 9-11. Please do plan to attend.

Again, should you have questions or concerns please contact the following people.

Rich Haldi, Student Services Manual Project Coordinator
Vice President for Student Services
Everett Community College
2000 Tower Street
Everett, WA 98201
Phone: (425) 388-9589

The Student Services Manual: Writers Guide



FAX: (425) 388-9129

E-mail: rhaldi@everettcc.edu

Jonathan Brown, Student Services Manual Editor
Associate Dean for Student Programs and Leadership
Highline Community College
2400 S. 240th St.
PO Box 98000 MS 8-3
Des Moines, WA 98198-9800
Phone: (206) 878-3710 x3257
FAX: (206) 878-3752
E-mail: jbrown@highline.edu

Appendix II

Student Service Manual 4th edition, Editorial Checklist

Editorial Check List

Editor: _____

Chapter Title: _____

Primary Author: _____

Application/Format/Font Replace with Y or N or N/A

Single Spacing After Period

Indenting with Tab

Bulleted Lists with Bullet Function

Font- Times New Roman

12-point

Double-Spaced

Language Use

Capitalization

Names of Specific Programs

Names of Specific People

Accessible Language/Non-Labeling

Gender Neutral

Common referencing to “student services” or “student services staff”

References

APA style

References Included at End of Document

Properly Formatted

General Guidelines

Inclusive to the Entire System

Forward Thinking

References Throughout

SUBSECTIONS

Mission

Included

Meets Standard

Meets Length

Services and Functions

Included

Meets Standard

Meets Length

Staffing and Organizational Structure

Included	<input type="checkbox"/>
Meets Standard	<input type="checkbox"/>
Meets Length	<input type="checkbox"/>
Physical Facilities	
Included	<input type="checkbox"/>
Meets Standard	<input type="checkbox"/>
Meets Length	<input type="checkbox"/>
Quality Indicators	
Included	<input type="checkbox"/>
Meets Standard	<input type="checkbox"/>
Meets Length	<input type="checkbox"/>
Best Practices	
Included	<input type="checkbox"/>
Meets Standard	<input type="checkbox"/>
Meets Length	<input type="checkbox"/>
Challenges	
Included	<input type="checkbox"/>
Meets Standard	<input type="checkbox"/>
Meets Length	<input type="checkbox"/>
Future Directions	
Included	<input type="checkbox"/>
Meets Standard	<input type="checkbox"/>
Meets Length	<input type="checkbox"/>
References and Resources	
Included	<input type="checkbox"/>
Meets Standard	<input type="checkbox"/>
Meets Length	<input type="checkbox"/>

EDITORIAL TASKS

Review

- Comments:
- Concerns:
- Corrections Needed:

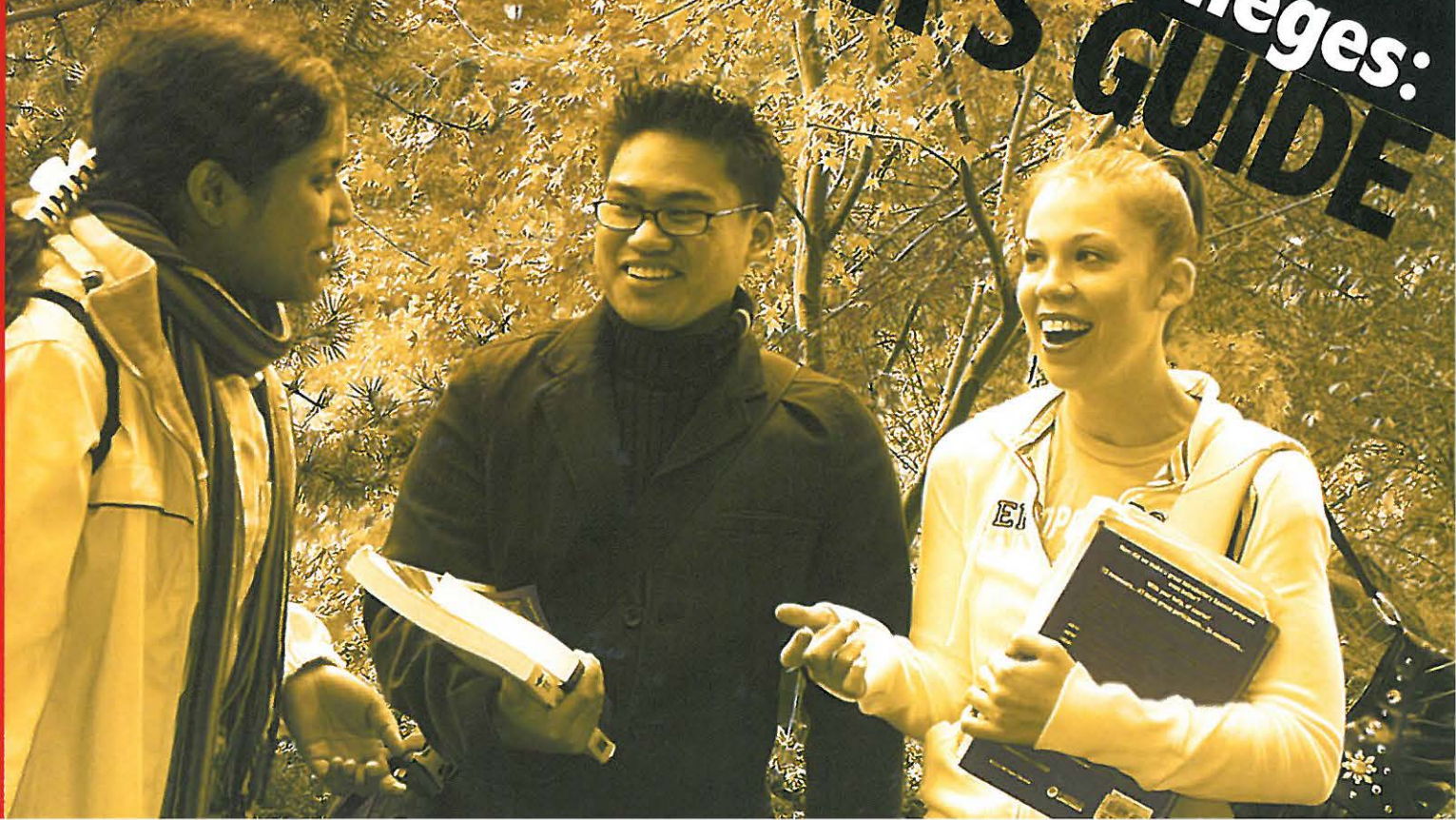
CHECK ONE

- Accept
- Accept with Revisions
- Reject for Resubmission

Appendix III

Student Service in Community and Technical Colleges: A Practitioner's Guide

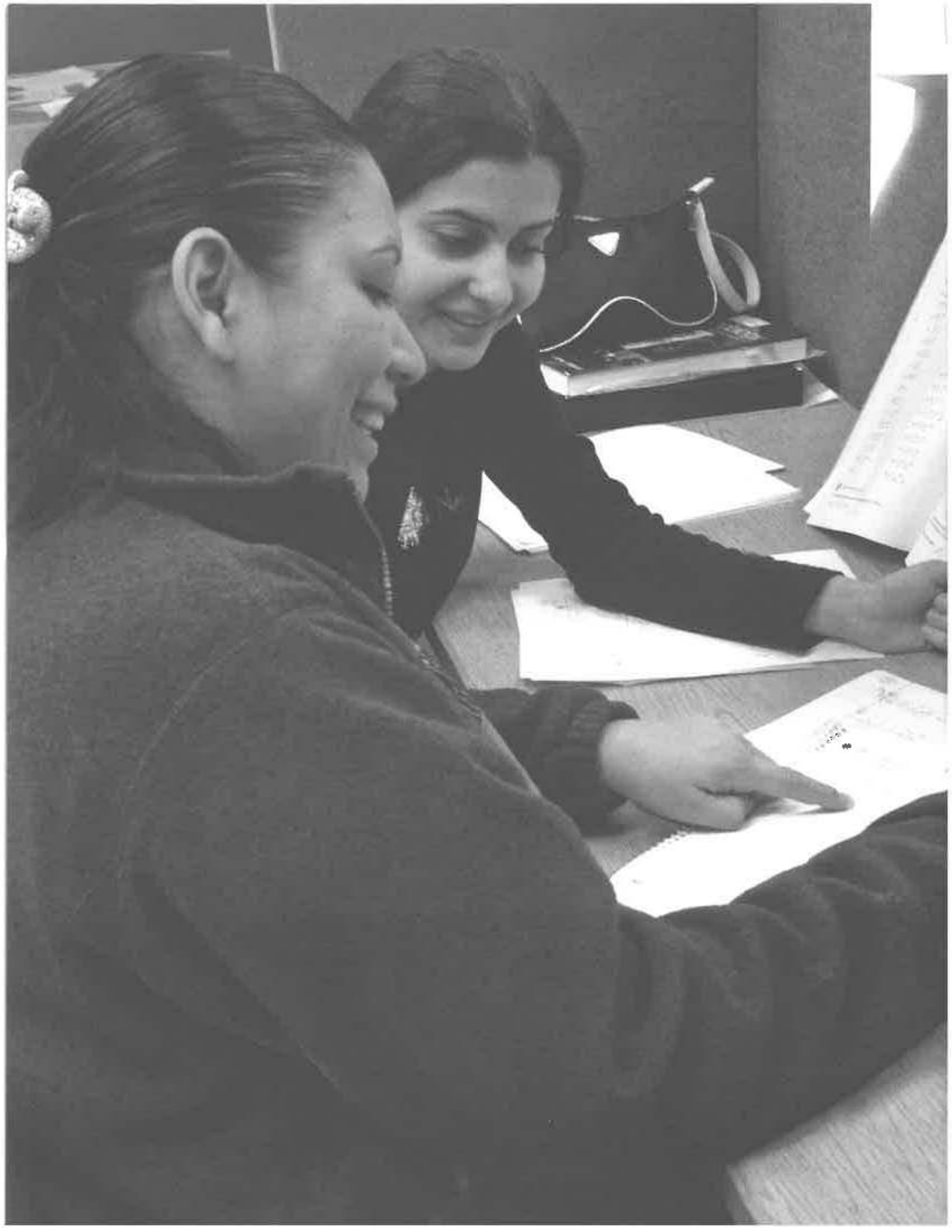
Student Services
in Community and Technical Colleges:
A PRACTITIONER'S GUIDE

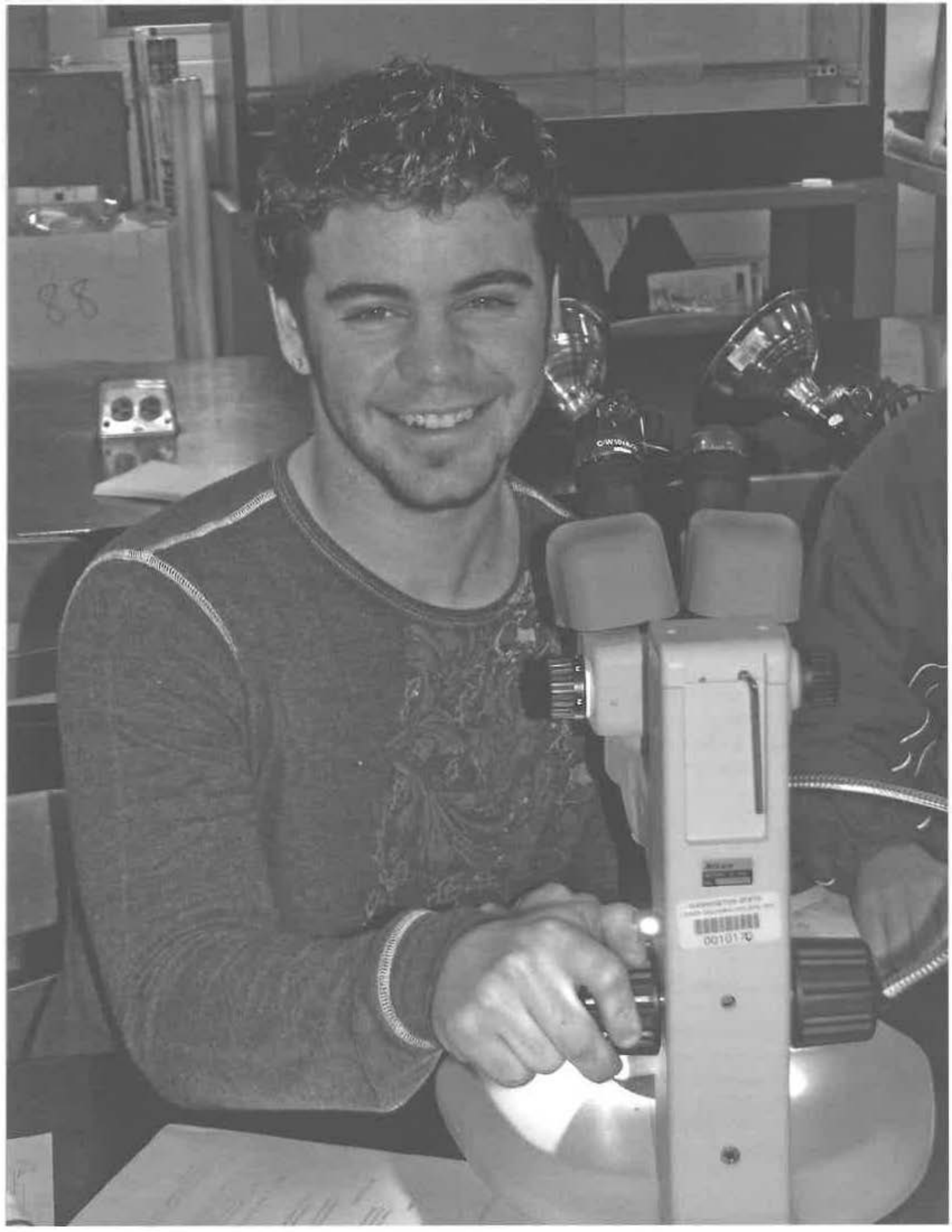


Student Services in Community and Technical Colleges: A Practitioner's Guide

4th edition

Washington State Student Services Commission





The Washington State Student Services Commission (WSSSC) has done it once again. This, the fourth edition of the handbook, is better than ever.

In true student services fashion, WSSSC's leadership summoned a talented group of professionals to share their expertise with others. As one would expect, they delivered; they completed each chapter with a goal to promote student success, and did so in an enjoyable style. A diverse collection of professionals approached the task in very different ways—all bound in quality—making this handbook a true reflection of WSSSC.

The Student Learning Project, conducted by the American College Personnel Association in 1996, concluded that

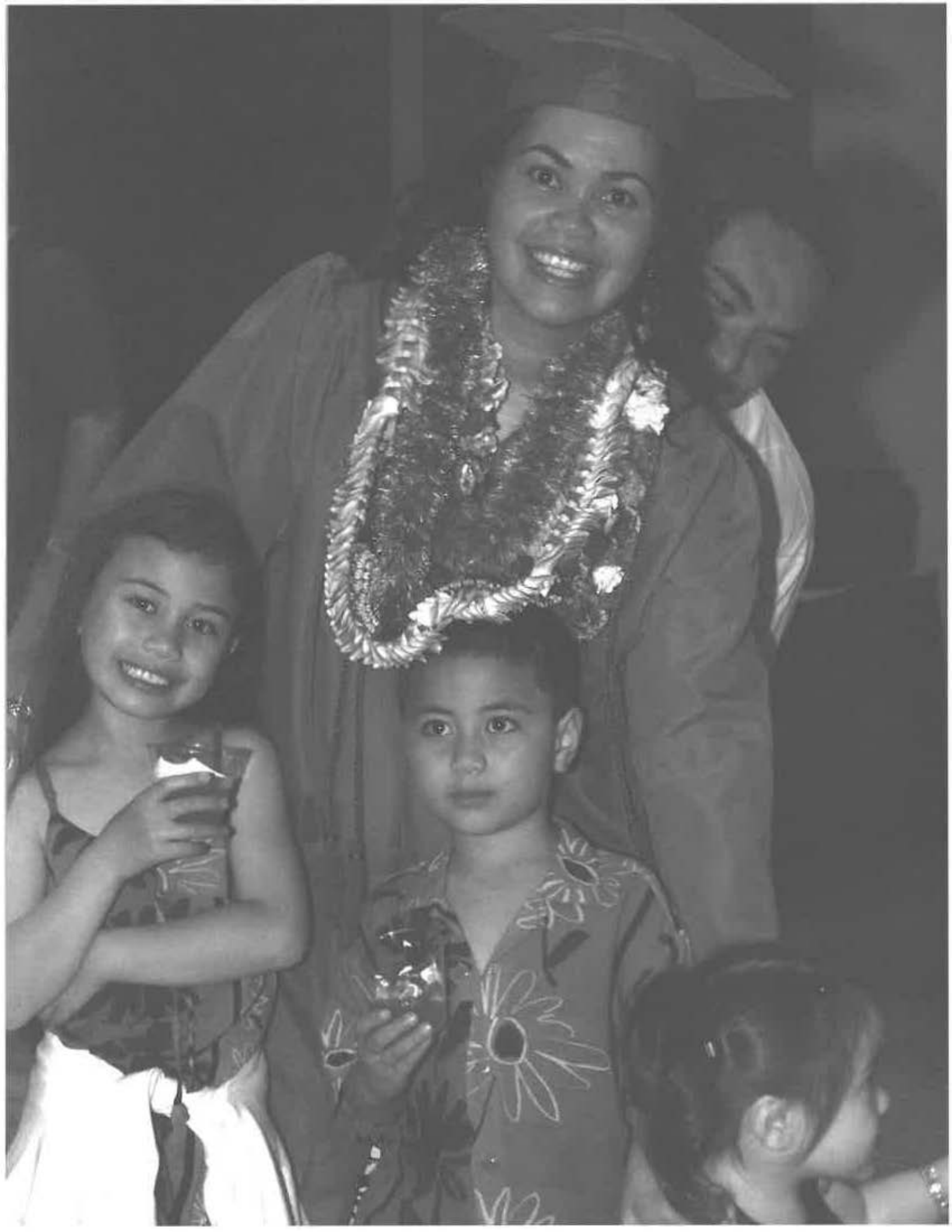
Student affairs must model what we wish for our students: an ever-increasing capacity for learning and self-reflection. By redesigning its work with these aims in mind, student affairs will significantly contribute to realizing the institution's mission and students' educational and personal aspirations.

Covering two dozen areas within and related to student services, the authors display in-depth knowledge of their disciplines as well as detailed approaches to service delivery options. The handbook provides an excellent opportunity for the learning and self-reflection encouraged by the Student Learning Project.

The complexity and depth of student services has increased at a rapid pace since the previous publication of this handbook in 1998. Accordingly, the complexity and depth of this edition has increased, hopefully providing the reader with a sense of awe for all that is encompassed by a comprehensive student services effort.

The handbook is an essential tool for student services professionals and those considering the profession. It is also a valuable resource for faculty, administrators, staff, and others in developing an understanding of the complexity and depth of student services programming.

Thomas Keegan, EdD, is the President of Peninsula College and a former Vice President of Student Services at South Puget Sound Community College.
(tomk@pcadmin.ctc.edu)



Welcome to the fourth edition of the Washington State Student Services Commission (WSSSC) handbook for student services and development programs. The handbook describes Washington's student services programs in the state's community and technical colleges as they exist today and how they may evolve with future challenges and directions. It is intended to be a practitioner's guide and resource for these vital services and programs. WSSSC's first handbook (manual) was printed in 1977 and the edition prior to this one was completed in February 1998. If you are familiar with any of the first three editions, you will find that we have added several more chapters we believe to be very important for today's and tomorrow's student services. Some of the new chapters focus on enrollment management, international student services, LGBT programs and services, student learning outcomes, student rights and responsibilities, and veterans' services.

Thirty-seven higher education professionals were involved as authors for the chapters of this edition. Some of them were writers from WSSSC's eight councils:

- Admissions and Registration Council
- Advising and Counseling Council
- Career and Employment Services Council
- College Women's Programs Council
- Council of Unions and Student Programs
- Disability Support Services Council
- Financial Aid Council
- Multicultural Student Services Directors Council

The writers for WSSSC and its councils represented their respective organizations as they researched and prepared their text. Several of the councils had more than one writer and one council used a team approach by asking four of its members to collaborate in the endeavor. The other authors are student services or other higher educational professionals who represented the Washington State community and technical college system, or recognized experts in a particular area such as student rights and responsibilities, child care centers, and tutoring services. We asked the authors, as relevant, to note some of the best practices in the state and, in doing so, some authors chose to identify specific features while others opted to recognize colleges that are well known for a high quality program or service.

We asked the authors to begin their work in the summer of 2007 and complete it by mid-fall quarter. WSSSC and the project steering committee members greatly appreciate their dedication, commitment, and immense effort in meeting the production timelines. By meeting our deadlines, we were able to unveil the handbook at WSSSC's sponsored triennial conference, a professional development event geared for Washington State's community and technical college student services professionals. The conference was held April 9–11, 2008, in Yakima, Washington.

We trust our *Student Services in Community and Technical Colleges: A Practitioner's Guide* will be a helpful and functional asset to community and technical college student services professionals and other educators in their planning, developing, and assessment activities in student services and development programs.

Rich Haldi, MS, is serving as the *Practitioner's Guide* Project Coordinator and is the Vice President for Student Services at Everett Community College (rhaldi@everettcc.edu).



Introduction

BY CHARLES N. EARL

Now more than ever, student services play a paramount role in helping meet the goals of Washington State's community and technical colleges. The challenges are significant. Increasingly diverse and underserved populations of students need the advantages of higher education. Students must progress further and faster through their college work. Low-income students need to be able to afford college with financial support from comprehensive grants, loans, and scholarships. Most students depend upon greater assistance moving from high school to two-year colleges and on to universities or the workforce.

Student services deliver! The two-year colleges take full advantage of expertise in the fields of recruitment; enrollment; engagement; financial aid; advising; counseling; outreach; child care and wraparound services; student leadership and development; and athletics, among others. Partnerships between student services, instruction, finance, and all other mission areas of two-year colleges are critical to realizing their fullest potential.

The state's population will continue to grow. Over the next two decades, fewer young adults will be entering the workforce and an increasing number of older and well-educated adults will be leaving. This means community and technical colleges will have to improve educational attainment rates both for young people and for those already in the workplace.

Over the next 10 years, the largest and fastest-growing age group in the state's population will be adults 25 to 35 years old. These adults will be in the workforce for 30 years and too many will be stuck in low-wage jobs, not fully contributing to a strong, vibrant economy. It will be essential to improve educational attainment among these undereducated adults to meet the knowledge and skills demanded by the state's economy.

The state's population will also become increasingly diverse. This will be a strength in the context of a global economy, bringing a diversity of talents, creativity, values, and languages to the state's workforce. Community and technical colleges are the key to higher education access and economic success for these future Washingtonians.

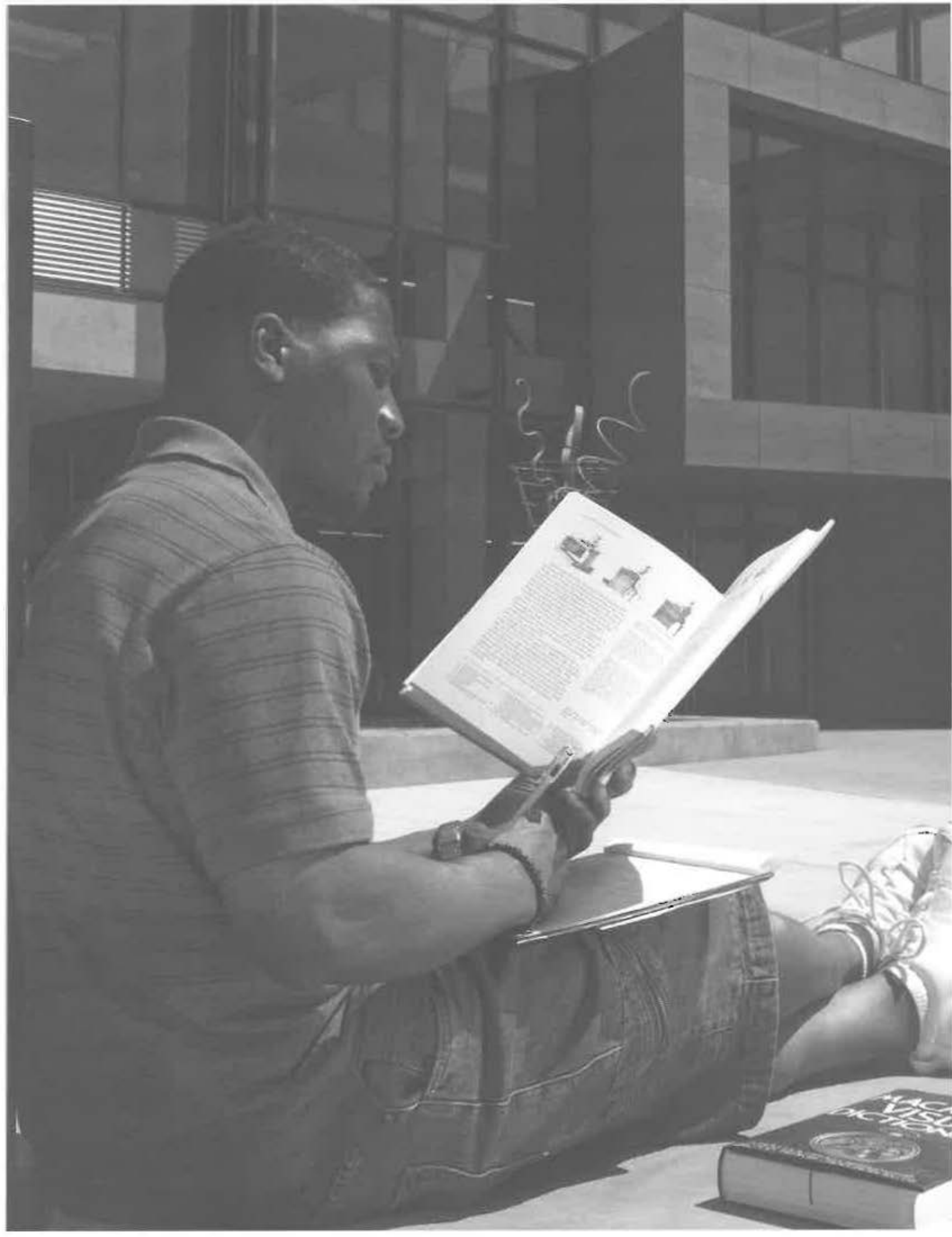
The community and technical college system will meet these challenges if the broad scope of student services is fully integrated into each student's educational experience. Community and technical college students are fortunate to have effective, caring, and expert support delivered every day through student service professionals on our campuses.

I look forward to continuing to work with you as we strive to meet the imminent challenges for our future students and our state.

Charles N. Earl, MA, is the Executive Director of the Washington State Board for Community and Technical Colleges. He is the former President of Everett Community College (cearl@sbctc.edu).



Part One:
Student Services Leadership



1 Student Services Administration

BY ROY FLORES AND RICHARD L. MACLENNAN

Mission

The mission of comprehensive student services administrations is to support the intellectual, cultural, academic, social, and emotional development of students. The role of the chief student services officer is to provide the vision and leadership for providing activities, programs, policies, and services that enhance the recruitment, persistence, and academic success of students served by their institutions. In support of students and faculty, student services leadership is key to the teaching and learning processes of college communities.

Services and Functions

The chief student services officer “must demonstrate competence in three major roles: manager, mediator, and educator” (Sandeen, 1991). According to both the Council for the Advancement of Standards in Higher Education (CAS) and the Northwest Commission on Colleges and Universities (NWCCU), the chief student services administrator should be placed in the organizational structure where the needs of students and the student services functions are represented at the executive level of the institution. Washington’s chief student services officers are integral members of their institutions’ senior management teams and contribute to the development of broad institutional policies, decision making, and risk management. Arthur Sandeen, in his 2000 book *Improving Leadership in Student Affairs Administration* (as cited in Abbott, 2004) identifies requisite skills for senior student services administrators, including having the ability to

- resolve complex problems while not alienating most people;
- relate effectively to a diversity of students, faculty, and staff;
- make things work by ensuring the effective delivery of services;
- manage budgets effectively and be accountable for them;
- change things while ensuring that key people are engaged in the process;
- find needed financial and human resources;
- understand the history, traditions, and culture of the institution;
- advocate persuasively for needed programs, policies, and facilities;
- accept criticism and make difficult, sometimes unpopular decisions;
- uphold ethical standards.

The chief student services officer provides leadership for the planning, organizing, staffing, and assessment of programs and services. “In this new millennium, the chief student services administrator will be expected to exercise leadership to successfully initiate and implement change processes in institutions of higher education, and they will be expected to create and implement campus programs to empower students to develop such leadership as well” (Komives and Woodard, 1996).



The expectations and demands are complex and sometimes contradictory between and among constituencies: students, faculty, classified staff, and administrators. Cultivating and maintaining positive relationships with each of these constituencies is critical. According to Sandeen (1991), those most successful at dealing with the stress inherent in the senior student services administrative role “seem to thrive on this emotional ambiguity by viewing it as an exciting educational challenge” (p. 16).

Staffing and Organizational Structure

Despite considerable variations in the size and scope of services and functions, the chief student services officer may be responsible for

- academic advising and new student orientation;
- admissions, outreach, and recruitment;
- assessment and testing services;
- auxiliary services (such as security, bookstore, food service, and facilities);
- career and employment services;
- child care;
- counseling;
- disability support services;
- financial aid;
- health and wellness programs;
- intercollegiate athletics;
- international student services;
- multicultural student services;
- recreation activities and intramural sports;
- registration and student records;
- Running Start (Washington’s dual enrollment program for high school students);
- student activities and cocurricular programs;
- student government;
- student leadership programs;
- tutoring services;
- veterans’ services;
- women’s programs.

Relationships with internal and external constituencies are creating shifts in traditional reporting structures and staffing models. Examples of such blended relationships can be found in worker retraining, workforce development, information technology, campus research, grants management, human development courses, outreach, social

service and health agencies, employment services, and others.

The primary revenue source for student services is from each college’s general fund. Resources are often supplemented by federal and state grants, funds earmarked for special initiatives and programs (either by the Washington State Legislature or by the Washington State Board for Community and Technical Colleges), and student fees.

The Washington State Student Services Commission (WSSSC) is the professional organization of the Washington community and technical college senior student services officers. It has representation from each of the member colleges. (For more information about WSSSC, refer to chapter 2.)

Physical Facilities

Facilities vary greatly across the 34 community and technical colleges in Washington. In recent years, substantial capital funding has brought about needed resources for new construction and facility updates. This has provided student services leaders opportunities to influence the design of campus facilities that promote student service, active engagement, and learning. Newly designed spaces are typically more open, accessible, and student friendly. Facilities are designed with more intention, providing student services that are increasingly easy for students to find and navigate.

Quality Indicators

Effective student services are based on the principles of continuous quality improvement. Many colleges have processes in place for the systematic and periodic review of student services programs and functions. Examples of quality measures for student services are included in the *CAS Professional Standards for Higher Education* by the Council for the Advancement of Standards in Higher Education (2006) and in the *Accreditation Handbook* by the Northwest Commission on Colleges and Universities (2003).

Best Practices

There is no one best practice for the administration of student services in the community and technical college system. Although the mission, services, and functions are similar among the colleges, the administration of student services will vary according to the organizational structure, leadership philosophy, budget, campus culture, and tradition.

Ideally, administration of student services will reflect the organizational structure, operating budget, staffing, and facilities needs to provide the services and functions in order to accomplish its mission, goals, and objectives. Other chapters in this *Practitioner's Guide* include information about many best practices in student services.

Challenges

The new millennium continues to be a period of rapid economic, social, and technological change. Demographic shifts will require colleges to serve increasingly diverse populations with multiple needs. Economic global competition, coupled with technological change, has resulted in many individuals needing new and more complex skills in the workplace. Programs and services that improve the chances for people to compete in a global economy have become more essential than ever before.

Chief student services officers will face several broad challenges in leading their organizations.

Performing with Limited Financial Resources

With increasing competition for state revenue among state agencies and other segments of the education system, community and technical colleges can no longer rely solely on the state to provide for the needs of college operations. Thus, colleges will be supplementing state allocations with federal and state grants, support from college foundations, and partnerships with the business community and nonprofit agencies.

Adapting to Continuous Technological Change

Technology will continue to impact how services will be delivered and how students expect to interact within service and learning environments. More student services will be provided online and continuously available to students. As reliance upon technology increases, colleges will need to address the varying levels of technological abilities students bring with them. They will also be challenged to provide adequate professional development for student services staff to stay abreast and meet student and institutional expectations. New staff members will be expected to have technological skills, knowledge, and experience.

Responding to Shifting Student Demographics

Colleges will be more diverse, particularly in the areas of ethnicity and languages. Students of color will constitute a greater percentage of the student body as well as students who are recent immigrants

and whose primary language is not English. The challenge will be to create institutional climates that genuinely welcome and embrace multiculturalism and diversity.

Implementing Accountability Processes

The public, government, and accrediting entities will increasingly expect community colleges to demonstrate how they meet standards of quality. Accountability requirements will continue moving toward a model with incentives and funding allocations connected to desired outcomes articulated by the legislature, the State Board for Community and Technical Colleges (SBCTC), and the Washington Higher Education Coordinating Board (HECB).

Addressing More Complex Student Needs and Expectations

Students are becoming more selective consumers, and they, not the colleges, will increasingly define the services that are provided and how those services are delivered. They will expect convenient, accessible, and individualized services provided by professionals who recognize and address their unique needs and interests. The challenge will be not only to meet expectations but also to exceed them.

Future Directions

The Community College Act of 1967 was enacted by the Washington State Legislature more than four decades ago. Since that time, many changes and challenges have taken place. The community and technical colleges will continue to reinvent themselves to respond to the changing needs of students.

The community college of today has radically transformed in just one or two generations. One of Sandeen's (as cited in Abbott, 2004) requisite skills for senior student services administrators—the ability to change things while ensuring that key people are engaged in the process—will become increasingly more important.

To deliver the changes that will provide the services that meet our students' expectations, chief student services officers will move in new directions to

- blend/combine traditional job descriptions to create positions that are more responsive and flexible;
- provide more cross-training of staff and work in cross-functional, interdepartmental teams;
- reorganize to create systems that are flatter and nimbler;

- coordinate services jointly delivered by student services and instruction (I-BEST, the Student Achievement Initiative, Opportunity Grants, and other likely-to-emerge initiatives);
- select staff who are more skilled in information technology;
- continue to staff student services to reflect the diversity and characteristics of the students and communities served;
- proactively address issues with legal ramifications and other types of institutional risk such as identity theft, campus safety, and emergency preparedness.

Roy Flores, MA, is the Vice President for Student Development at North Seattle Community College (rflores@sccd.ctc.edu).

Richard L. MacLennan, EdD, is the Vice President of Student Services at Olympic College (maclellan@oc.ctc.edu).

References and Resources

Abbott, J. (2004). Another side of the academic career: Administration [Abstract]. *Proceedings of the November 2004 NCA Convention, Chicago, IL*. Retrieved February 12, 2008, from http://convention.allacademic.com/nca2004/view_paper_info.html?pub_id=11887&part_id1=40074&discussion_panel=f

Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education*. (6th ed.). Washington, DC: Author.

Komives, S. R., & Woodard, D. (1996). *Student services: a handbook for the profession* (3rd ed.). San Francisco: Jossey-Bass.

Northwest Commission on Colleges and Universities. (2003). *Accreditation handbook*. Redmond, WA: Author.

Sandeen, A. (1991). *The chief student affairs officer: Leader, manager, mediator, educator*. San Francisco: Jossey-Bass.



2 Washington State Student Services Commission

BY MARY L. HARDING

Mission

The mission of the Washington State Student Services Commission (WSSSC) is to strengthen student services in Washington's community and technical colleges. It does so by developing student services policy recommendations, working with agencies and organizations to develop and promote an understanding of student services, serving as the parent body for student services organizations, and providing opportunities for the mutual exchange of information and ideas.

Services and Functions

WSSSC is composed of the administrators primarily responsible for student services in the Washington community and technical colleges. It is directly responsible to the Washington Association of Community and Technical Colleges (WACTC), which is the official organization of the presidents of Washington's community and technical colleges. WSSSC is one of six commissions accountable to WACTC. WSSSC plays a significant and important role in advancing initiatives and policies affecting student success from entry to college to educational goal completion. WSSSC serves as the official voice of student services to a wide variety of organizations, committees, taskforces, and state agencies including WACTC.

A key function of WSSSC is to consider the needs expressed by the eight councils that report to it and to provide support and guidance to the each council via an appointed WSSSC liaison and the WSSSC Executive Committee. Semiannual meetings of the Executive Committee and the councils assist in maintaining communication and coordination between WSSSC and its councils.

WSSSC meets quarterly, generally for one and one half days. The summer meeting is devoted to development of a work plan for the year, giving consideration to emerging issues and needs as expressed by WACTC, the WSSSC councils, and the WSSSC membership at large. Fall, winter, and spring meeting agendas include a mix of presentations and discussions of the year's topics and emergent topics as well as professional development activities. In addition to regular quarterly meetings, WSSSC sponsors and organizes a Washington State Student Services Conference every three years. This conference serves as a major professional development opportunity for student service professionals at all levels.

Staffing and Organizational Structure

Members of WSSSC are the chief student services officers from each community and technical college in Washington. The WSSSC officers include a president, president-elect, secretary, treasurer, and the immediate past president. Officers are elected at the spring meeting; it is traditional for officers to progress through each elected position, serving first as treasurer. The Executive Committee of WSSSC includes the officers and two at-large members appointed by the president.



Representatives from a variety of state agencies and other organizations are invited to attend quarterly meetings to participate in focused discussions on topics of mutual interest. The WSSSC quarterly meetings are regularly attended by the Student Services and Distance Education divisions of the Washington State Board for Community and Technical Colleges (SBCTC); Education Division of the Washington State Attorney General's Office; and the Center for Information Services, which supports Washington's community and technical colleges.

Eight councils fall within the WSSSC organization:

- Admissions and Registration Council
- Advising and Counseling Council
- Career and Employment Services Council
- College Women's Programs Council
- Council of Unions and Student Programs
- Disability Support Services Council
- Financial Aid Council
- Multicultural Student Services Directors Council

Councils are sanctioned with the approval of both WSSSC and WACTC. Charters, constitution, and by-law changes are changed subject to approval of WSSSC.

Physical Facilities

Quarterly meetings are held on individual campuses. As much as possible, WSSSC designates a west- and east-side college for its fall and spring meetings, with the winter meeting being held at a college accessible to Olympia (during the legislative session). Meeting rooms typically need to accommodate approximately 40 people and be equipped with the appropriate information technology equipment. Meeting sites should also allow for the WSSSC members and other attendees to easily access the Internet.

Quality Indicators

Each year the WSSSC members collaboratively develop an annual work plan, which incorporates items from the work plans of the reporting councils, and submit the plan to the Educational Services Committee of WACTC for its review and consideration. Collaboration includes working with other commissions on issues of common interest. At the end of each year, a report of accomplishments is developed, both as an internal assessment of progress toward goals and for review by the Educational Services Committee.

Best Practices

As a professional support and development organization, WSSSC, as it is organized and positioned within the WACTC structure, could be considered by its very existence, a best practice. Its leadership role in statewide policy development, system planning, and developing relationships with key stakeholders ensures that the important role student services play in supporting the community and technical college mission is clear.

The WSSSC activities and programs that are considerably beneficial and important to its members, council members, and indirectly to the system colleges include

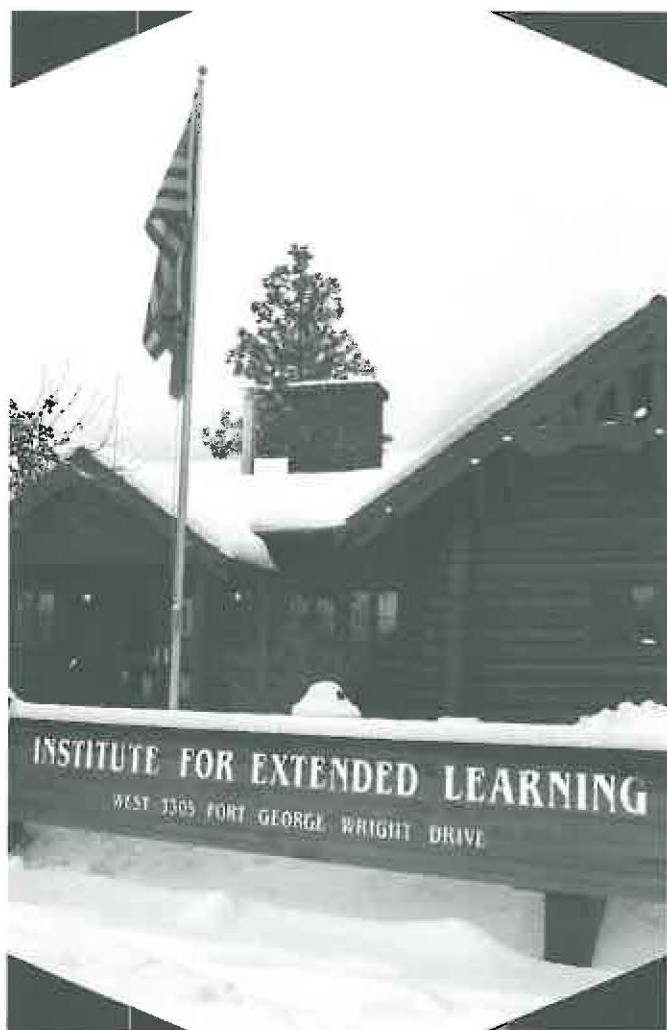
- quarterly presentations and speakers as well as individual and panel presentations and discussions on topics of interest to the membership;
- structured opportunities for the sharing of expertise via relationships developed at regular meetings;
- opportunities to observe facilities and operations at a variety of campuses as meetings are held at different colleges throughout the state;
- a conference held once every three years that provides a wide array of professional development activities for student services professionals at all levels;
- an annual orientation program for new chief student services officers;
- two planning meetings held annually involving WSSSC's Executive Committee incoming and outgoing council chairs as well as representatives from the Washington State Board for Community and Technical Colleges (SBCTC).

Challenges

A primary challenge for WSSSC will be its leadership role in helping colleges and the system prepare to serve an increasingly diverse (in its broadest sense) population of students who are turning to the community and technical colleges for access to higher education. Washington State demographic studies project a considerable shift in the diversity of the state's population in terms of racial and ethnic diversity and immigrant populations. The Washington State 2020 Commission on the Future of Post-Secondary Education recognizes this demographic shift and challenges community and technical colleges to reach out to students and families traditionally underserved and

underrepresented by higher education (1998). Underserved populations include racial and ethnic minorities, people with learning and/or physical disabilities, low-income and first-generation students, and LGBT students. Reaching out to these populations has been a hallmark of community and technical colleges, but the system as a whole will be challenged to do even more in the coming years.

Key to meeting the challenge of an increasing diverse student population is the continuing role WSSSC will have in helping WACTC, the legislature, and other policy makers understand the connection between student success and the critical resources needed for quality and effective student support services. WSSSC will continue managing the complex system in which student services leaders operate with increasing expectations from external partners (e.g., government or community), ensuring that technology needs are adequately met throughout the system, ensuring that there is a pool of properly prepared future student services staff to replace those expected to retire in the next decade, and ensuring continuity of leadership for the WSSSC organization.



Future Directions

As an increasing number of students enter higher education with a variety of educational and social backgrounds, it will become more important to have services in place that meet their individual and specific needs. WSSSC, with its comprehensive network of student services professionals and councils, must continue working strategically to ensure adequate attention (in terms of policy and funding) remains focused on student development and success. As local communities, the state, and society at large expect and demand a workforce and citizenry well prepared to serve their needs, it will become increasingly important that student services professionals help students meet their educational, career exploration, and work preparedness needs. WSSSC is well positioned to help with this important work.

Mary L. Harding, MA, is the Vice President for Student Success at Lower Columbia College (mharding@lowercolumbia.edu).

WSSSC is the publisher of *Student Services in Community and Technical Colleges: A Practitioner's Guide*, which is published approximately every ten years and is in its fourth edition.

References and Resources

- Washington State Board for Community and Technical Colleges (SBCTC). (n.d.). *Washington State Student Services Commission (WSSSC)*. Retrieved October 11, 2007, from http://www.sbctc.ctc.edu/college/_g-studentsvcscomm.aspx
- Washington State 2020 Commission on the Future of Post-Secondary Education. (1998). *Learning for life: Report of the 2020 Commission on the Future of Post-Secondary Education*. Olympia, WA: Washington State Board for Community and Technical Colleges. (ERIC Document Reproduction Service No. ED460722)



ABIA
EGE

ONE
MORE
RIVER
TO
CROSS

CAPTURED
HERITAGE

National Brand

Part Two: **Programs and Functions**



3 Academic Advising

by Gwen Spencer

Mission

The mission of academic advising is to educate and support students in developing meaningful and realistic plans to reach their academic and career goals.

Services and Functions

Advising services focus on providing timely and accurate educational information for students on degrees, certificates, courses, college policies and procedures, as well as campus and community resources. Current research indicates that student retention and academic success are correlated to the quality of advising the student receives (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005; Nutt, 2003; Seidman, 2005).

In their work, advisers approach students from a developmental and holistic perspective. Additionally, advisers assist students in the development of effective problem-solving skills, self-advocacy, decision making, and personal responsibility. There is a strong commitment among advisers to work collaboratively with instructors, staff, and administrators to support student success and retention. Advisers use individual, online, and group advising; orientation programs; educational publications; and resources on the Internet. Advising services frequently coordinate advising training for teaching faculty and staff (Gordon, Habley, Wesley, & Associates, 2000).

Staffing and Organizational Structure

The strong commitment to academic advising as an essential student service has been sustained throughout the Washington State community and technical college system. However, the delivery systems and staffing vary significantly among the colleges. There are several primary models used throughout the two-year college system, including

- the academic advising center model as the primary source of academic advising. Advisers staff the advising center. Their primary focus is on academic advising and educational planning. In this model, counselors focus on personal counseling, career exploration, crisis counseling, teaching, and/or specific educational programs;
- a counseling center model that provides personal counseling, career exploration, and advising. This model relies primarily on faculty counselors and less on exempt and nonexempt staff to provide advising;
- the academic department model uses faculty or staff advisers that are more aligned with, and in some cases located within, the specific academic departments;
- a combination of the above models.



Whatever the model, advising is also provided by teaching faculty as well as advisers assisting special populations or programs such as Washington Achievers, international students, WorkFirst, TRIO, and student athletes. Beyond the models identified, each campus differs in its service delivery and student outreach. As a reflection of campus priorities, history, and resources, each college has determined how it manages issues such as

- mandatory student participation in a new student orientation and/or academic advising;
- contractual expectation that teaching faculty advise students;
- use of a drop-in or appointment advising service;
- identification of advisers as generalists or program/degree specialists;
- professional and educational standards for advisers;
- provision of advising services for online, evening, and weekend students;
- development of adviser training and coordination.

In fall 2007, 25 of the 34 community and technical colleges participated in a survey on advising that explored issues such as mission, staffing, structures, best practices, challenges, and future goals. Based on the survey results, it is clear that the adviser staffing differs from college to college as shown in Table 1 (Spencer, 2007).

Table 1
Number of Community and Technical Colleges Using Different Staffing Models

Staffing model	Number of colleges
Primarily faculty counselors	6
Primarily exempt/professional staff	9
Primarily classified staff	2
Combination of exempt and nonexempt staff	3
Combination of faculty counselors, exempt, and/or nonexempt staff	5

Almost all colleges required a baccalaureate degree for employment as an adviser and on many campuses a master's degree was preferred or required. Approximately 75% of the campuses used advisers as generalists who assisted students regardless of program or degree, although some colleges had their advisers serve as division or department liaisons. A few campuses reported that their advisers were assigned to advise either professional-technical programs or transfer degree programs.

The survey results indicated that 20% of the advising programs offered their services primarily on a drop-in basis, 5% relied on scheduled appointments, and the remaining 75% used a mix of drop-in and appointments. Some schools that schedule appointments indicated that during the week or two prior to each quarter, they used a drop-in model in order to see the maximum number of students.

Advising services often have some or sole responsibility for new student orientation programs. The policy on whether orientation should be mandatory for new students varied campus to campus. The remaining colleges required attendance only for targeted student populations such as Running Start students, international students, GED/High School Completion students, and/or work force participants.

Most college advising centers or services have a written mission statement that guides their work. Approximately one-third have a mission statement that is tied to or articulated by a more comprehensive student services mission statement.

Physical Facilities

The advising center should be centrally located on the campus and accessible to all students. Students are best served when advising services are adjacent to entry services such as admissions, testing center, career services, and financial aid services. Advising services are enhanced by an inviting reception area that features educational planning resources like college catalogs, curriculum guides, university transfer information, and scholarship resources. It is essential for students to have computer access to explore career and educational resources, drop and add classes, and view college and university Web sites. Advising offices should be comfortable and private.

Quality Indicators

Most campuses conduct some type of evaluation of their advising services. The formats for the evaluation include online evaluations, focus groups, mail surveys, in-person surveys distributed immediately after an advising session, feedback from faculty and other staff, as well as in-class evaluations. These evaluations primarily focus on the level of "satisfaction" with the advising and not with learning outcomes or retention. Discussions are now underway within the Washington Academic Advising Council and the National Academic Advising Association to identify the learning outcomes that academic advising provides students.

In addition, advisers are working to quantify the role that academic advising plays in student retention and success.

Best Practices

Advisers actively seek to meet the advising needs on their campus through education, collaboration with faculty and staff, new technological tools, and improved services. Depending on the needs of the campus and the advising leadership, the innovations and best practices fluctuate from school to school. From the survey results, the types of best practices are summarized in Table 2 (Spencer, 2007).

Table 2
Best Practices as Identified by Community and Technical Advising Services or Centers

Best practices	Number of colleges
Increased availability of advising hours and services	3
One-stop matriculation or seamless intake for new students	2
Faculty adviser and staff adviser training	3
Web-based advising and services	5
Phone call and/or e-mail communication with students	4
Development of learning outcomes	2
Computer programs for student tracking and service	4
Collaboration and communication between faculty and staff and between staff and staff	3

Examples of the best practices expressed by the various advising programs include

- welcome centers or help desks located across the campus to serve new students at the beginning of the quarter. Some colleges periodically offered information tables in various campus locations;
- outreach programs, presentations, and printed materials targeted for ESL, ABE, developmental, and/or at-risk high school students to educate them about educational opportunities;
- mandatory orientation programs for all students who were seeking certificates or degrees;
- mandatory success-in-college seminar or class for targeted groups of students;
- electronic mailing lists for students that provided weekly updates and reminders of deadlines, procedures, and programs;
- new avenues for advising online;
- electronic mailing lists and/or online professional development programs to train faculty and staff advisers.

Challenges

Each advising center or service faces challenges that are unique to its campus. However, across the system, several themes emerged that advisers identified as challenges to providing quality advising (Spencer, 2007).

Adequate staffing needed for the seasonal advising cycles

The demand for advising during the registration peak times can create stress for advisers and make it very difficult to serve students without additional support.

Keeping up with the volume of advising information

Advisers share in their concern about trying to learn and organize the amount of detailed information that is required today. In addition, academic advisers need to develop tools, publications, and programs that distill this complex information clearly for a diverse student body that includes many ESL and first-generation students.

Using and developing technology tools

Not only do advisers need to learn and upgrade their technology skills for advising, they must also develop and maintain Web sites and offer and develop various online advising tools.

Staffing that is stretched to serve the wider variety of students and their schedules

With adviser staffing rarely expanding, many campuses are experiencing the challenge of serving students who are enrolling in evening, online, or weekends classes. The increased number of students who move from school to school also makes advising more complex.

Future Directions

Technology

The use of technology in academic advising will continue to expand, which poses challenges to maintaining confidentiality, training for advisers, and ensuring that students understand the complex advising information online. Advising services must also keep pace with the evolving media and technology preferences of students.

Training

There is likely to be a need for more advisers who are knowledgeable, culturally sensitive, and strong communicators. As educational program options multiply and the student population becomes more diverse, the time and training required for quality advising will expand.

Research and Retention

In the future, advisers will focus more on student retention and educational success. Advisers will support the college in creating a *culture of evidence* so programs and interventions are strategic and successful. Advisers will need to continually conduct research on students so advising is meeting their educational needs. There will be more focus on seamlessly transitioning ABE, ESL, and high-risk high school students into postsecondary education.

As campuses focus more on student retention, enhanced collaboration will develop between advising and instruction. Clearly, academic advising is positioned to play a significant role in improving student success and enhancing student enrollment.

Gwen Spencer, EdD, is the Director of Educational Planning and High School Programs at Highline Community College (gspencer@highline.edu).

References and Resources

- Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education*. (6th ed.). Washington, DC: Author.
- Crockett, D. (2000). *Designing and implementing a successful advising program*. Littleton, CO: Noel-Levitz.
- Gordon, V. (2006). *Career advising*. San Francisco: Jossey-Bass.
- Gordon, V., Habley, W., & Associates. (2000). *Academic advising*. San Francisco: Jossey-Bass.
- Kuh, G., Kinzie, J., Schuh, J., Whitt, E., & Associates. (2005). *Student success in college*. San Francisco: Jossey-Bass.
- Light, R. (2001). *Making the most of your college education*. Cambridge, MA: Harvard University Press.
- Nutt, C., Davis, K., Koring, H., Mills-Novoa, A., Clow, E., Miller, M., Alberts, B., & Gordon, V. (2003). *Advisor training: Exemplary practices in the development of advisor skills* (National Academic Advising Association [NACADA] Monograph No. 9). Manhattan, Kansas: NACADA.
- Nutt, C. L. (2003). Academic advising and student retention and persistence. *NACADA Clearinghouse of Academic Advising Resources*. Retrieved January 17, 2008, from <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/retention.htm>
- Seidman, A. (Ed.). (2005). *College student retention*. Westport, CT: American Council on Education.
- Spencer, G. (2007). Questionnaire for advising/educational planning center services. Unpublished survey. (Available by e-mail from edplanning@highline.edu)
- Swail, W. (2003). *Retaining minority students in higher education*. Hoboken, NJ: John Wiley & Sons.
- Upcraft, M. L., Gardner, J., & Barefoot, B. (2005). *Challenging and supporting the first-year student*. San Francisco: Jossey-Bass.



4 Admissions, Registration, and Records

BY LAURA WESTERGARD

Mission

The mission of the office that handles admissions, registration, and records is to support the open-door philosophy of the community and technical college system. To accomplish this mission, each office promotes and provides support to students as they enter and enroll in college. Staff members are committed to providing equitable access, high-quality information, service, technology, and accurate academic records to facilitate every student's achievement of educational goals.

Services and Functions

There are a multitude of services provided by admissions, registration, and records offices. Staff members develop and maintain systems that adhere to federal and state requirements and institutional policies and procedures. The systems allow for accurate recording and reporting of student and course data, which can include institutional research for reporting and accountability (e.g., state, Integrated Postsecondary Education Data System (IPEDS), campuswide, and individual).

Services also include developing and disseminating information about the college and its programs and services to students and the community. Offices distribute catalogs, curriculum guides, course outlines, brochures, and class schedules. In some offices, staff members conduct tours and attend career fairs. They also notify students, staff, faculty, and the public of registration dates and appointments and other critical deadlines and procedures.

Records

Records-related services include maintaining a records management system that provides accurate, accessible, timely, reliable, and secure information to the college, community, and state and federal agencies. Student records must be securely maintained to ensure security and confidentiality consistent with the Family Educational Rights and Privacy Act (FERPA).

Admissions

Admissions-related services include processing applications, maintaining program waiting lists, administering special admissions procedures (e.g., for underage, Tech Prep, international, special waiver, and disabled students as well as for students who are veterans or senior citizens), establishing residency, evaluating transcripts and experiential learning, and notifying students of their official acceptance to the college. A staff member overseeing residency explains to students the expectations set forth in Washington State law concerning residency status for tuition purposes in the community colleges. This responsibility is most often held by the registrar or the registrar's delegate (e.g., director of admissions or assistant registrar).

Registration

Registration-related services include enrolling students in classes, handling class schedule changes, distributing class rosters to faculty, recording degrees and certificates, providing official transcripts, and accurately recording and securely storing grades.



Staffing and Organizational Structure

Staffing and organizational structure vary according to student enrollment and institutional philosophy. Typically, a chief administrator oversees all parts of admissions, registration, and records functions and works closely with the other administrators. Each college will have a registrar and may have a director or dean of admissions or enrollment.

The chief administrator should be experienced as a manager and leader and possess the necessary work experience in at least one of the major functions (admissions, registration, or records). It is preferred that the administrator possess a bachelor's degree and work experience or have an appropriate blend of equivalent work-related experience and educational background to be successful in providing services, leadership supervision, and direction to the staff. The administrator needs to be able to communicate with students, staff, faculty, and the state about the federal and college policies and procedures regarding admissions, registration, and records.

Educational background and experience should encompass marketing, public relations, institutional research, financial aid, diversity, and personnel management. An understanding of the importance of technology in today's workplace is useful and relevant to an administrator. The administrator's focus on strategic enrollment management is a key in helping develop a successful plan for recruiting and retaining students in the college.

Support staff should include individuals knowledgeable in admission, records, and/or registration who are able to assist all members of the campus community including students, alumni, faculty, and administrative staff as well as the general public. This includes a combination of full- and part-time staff members who bring a wealth of knowledge in meeting the needs of diverse student populations.

Technology has revolutionized the jobs within admissions, registration, and records. The ability to understand and use technology is essential for staff. Technology enhancements have broadened the services to students and the public from face-to-face to include a multitude of services offered over the Internet. However, educating a diverse population requires staff members be more flexible and have access to information at their fingertips.

Physical Facilities

The admissions, registration, and records areas are ideally located near testing, advising, cashiering, financial aid, student activities, and disability services. The area should be designed to direct students and the

public through the natural progression of enrolling in college. Signage should be visible and easily understood. All offices should be accessible and ergonomically equipped for students, staff, and faculty.

Access to private offices for the administrators and credential evaluators are needed to provide individual student conferences that address topics of a confidential nature, such as residency, payment options, transcript evaluations, and student complaints.

Records need to be stored in a safe and secure office area. Special consideration should be given to fireproofing and archiving records. Records should be filed electronically to ensure easy maintenance and retrieval.

Technological support is key to the basic operations of admissions, registration, and records departments. It is increasingly important that students' communication methods be integrated into the systems students use to access their records. Admissions, registration, and records staff members will be more effective with current and prospective students if they develop their technological skills and offerings. Technical specialists are needed in well-functioning offices.

Quality Indicators

Specific quality indicators are not outlined here due to the ever-changing nature of the policies informing the practice of providing this student service. Admissions, registration, and records offices use the following organizations to develop, implement, and maintain quality services:

- Within the state, standards are set by the Washington State Board for Community and Technical Colleges (SBCTC). The accrediting body is the Northwest Commission on Colleges and Universities (NWCCU).
- The Washington Administrative Code (WAC) and the Revised Code of Washington (RCW) provide framework for laws and legal practices.
- The Family Educational Rights and Privacy Act (FERPA) provides federal privacy standards for college staff and faculty to consistently follow when serving students and inquiries concerning students.
- The American Association of Collegiate Registrars and Admissions Officers (AACROA) provides guidance through publications and professional development opportunities. It also provides guidance with FERPA training and foreign credentials evaluations.

Best Practices

- *Big Bend Community College* hosts new student orientations that offer students the opportunity

to spend time in two of four workshops on allied health career options, professional-technical programs, transfer degrees, and College 101. This is in addition to the common elements of new student orientations.

- *Everett Community College* and *Cascadia Community College* have developed extensive strategic enrollment management plans, which have assisted in their enrollment and retention efforts.
- Colleges such as *Edmonds Community College*, *Highline Community College*, and *Cascadia Community College* have developed an entry services or one-stop model for admitting students. Students are given the opportunity to meet with staff after they complete their admission application. This has resulted in an improvement in the yield rates of admitted to enrolled students.

Challenges

Admissions, registration, and records offices have been, and will continue to be, significantly impacted by technology. Manual systems are giving way to automated systems. While expectations for service improvement will be increasingly met with technological solutions, it will also be important to continually assess service delivery. Some of the challenges will include

- obtaining ongoing training in enrollment management;
- ensuring appropriate staff members are meaningfully engaged in local and statewide technology planning;
- developing improved systems for the protection and privacy of student records;
- educating staff to be more flexible in times of change and access all available tools and technology to maximize services.

Future Directions

Admissions, registration, and records offices will continue to focus on inclusion in college and statewide future planning to mold systems, policies, and procedures to promote equitable access to education. Several initiatives will provide direction.

Continued focus on meeting the needs of our diverse student populations

Staying current on multicultural awareness can include reading a national publication produced by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), *College and University Journal*, and a Seattle-based multicultural monthly publication, *ColorsNW Magazine*. These publications provide readers with tools and methods for better understanding the student populations

in our communities as well as showcase diversity consulting and topics to consider.

Continued staff development to respond to the needs and challenges of community college students

Each admissions, registration, and records staff member is encouraged to determine training needs on an annual basis. Koopmans and Cunningham (2007) found that a training plan can help keep staff focused on frontline customer service.

Continued focus on developing a greater understanding of the Family Educational Rights and Privacy Act (FERPA)

Understanding FERPA is a challenge for students and their parents. Parents often request information that they have no legal rights to access without permission of the student. FERPA restrictions need to be explained to parents to facilitate good relations between the family and the college. "FERPA can be confusing for parents, but when it is explained and how it is explained can make a difference both in parents' perception of the institution and in their acceptance of the restrictions" (Faulkner and Savage, 2007). Colleges will continue to refine their processes, both in explaining and complying with FERPA.

Laura Westergard, MA, is the Director of Admissions/Entry Services at Highline Community College (lwesterg@highline.edu).

References and Resources

Faulkner, T., & Savage, M. (2007). Easing the parent/FERPA dilemma. *AACRAO College and University Journal*, 83(1), 50–54.

Koopmans, S., & Cunningham, E. (2007). May I help you? Developing a culture of customer services. *AACRAO College and University Journal*, 83(1), 55–58.

Resources on the Internet

American Association of Collegiate Registrars and Admissions Officers (AACRAO): <http://www.aacrao.org>

Family Educational Rights and Privacy Act (FERPA): <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Northwest Commission on Colleges and Universities (NWCCU): <http://www.nwccu.org>

Revised Code of Washington (RCW): <http://apps.leg.wa.gov/rcw>

Washington Administrative Code (WAC): <http://apps.leg.wa.gov/wac>

Washington State Board for Community and Technical Colleges (SBCTC): <http://www.sbctc.ctc.edu>

5 Career and Student Employment Services

BY CHRISTY DOYLE, JOHN KRAUSE, AND ERIK KARL TINGELSTAD

Mission

Career and employment services are frequently tethered by complementary functions. Student employment services provide experiential opportunities to earn and learn while preparing students for today's competitive job market. Career services support students through a developmental process of self-reflection, exploration, planning, and implementation. Together, both services play a crucial role in helping students identify purpose, clarify career pathways, and transition successfully to employment.

Services and Functions

The delivery of career and employment services can vary dramatically based upon the structure and history of service provided at a particular institution. Unlike other student services programs, career and employment will frequently assist and support the needs of not only current and prospective students but also alumni. Depending upon the institution's desired outcomes, core functions offered through career and employment services may include

- career resources (e.g., assessments, exploration activities, and job search preparation);
- classes or workshops (e.g., credit or noncredit related to career planning);
- coordination of cooperative education and internship programs;
- centralization of job listings and referral for off-campus employment;
- coordination of work-study programs (government subsidized employment for students) and on-campus employment referral;
- workshops and class presentations related to job search strategies, resume writing, informational interviews, and more;
- coordination of volunteer and community service learning opportunities;
- recognition programs (e.g., student employee of the quarter/year);
- event coordination (e.g., career, job, or major fairs; etiquette or networking luncheons or dinners; dress for success fashion shows);
- support for faculty who want to infuse career and employment components into their curriculum.

Staffing and Organizational Structure

The appropriate staffing and structure of career and employment services is best determined on a college-by-college basis with institutional size, organizational history, and desired outcomes as influencing factors. Depending upon the college, these two services can be fused together or kept apart; they may be housed under student services, instruction, workforce education, or even administration.

They may also be housed within or in partnership with a related department or student service such as workforce development, counseling, cooperative education, or financial aid.

According to the National Association of Colleges and Employers (2006), centers should be “staffed with persons who have the appropriate counseling, advising and information technology competencies to assist students.” Generally, there is a leadership position responsible for the overall direction of one or both functions. This may be a director or assistant dean if oversight includes multiple services with the position typically reporting to a dean, associate dean, or vice president’s position. This lead position will often hold a related master’s degree.

Career services may partner with faculty counselors who teach career development courses and are qualified to administer and interpret assessments such as the Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory. Other professional staff positions may advise students, work directly with employers, or play a role in job development. Support staff conducts activities relative to daily routines such as processing student employee paperwork and managing job listings. Professional development opportunities are crucial to remain current with a constantly evolving job market and corresponding educational strategies.

Funding

Financial support for career and employment activities often comes from a variety of sources. A college’s general budget will frequently cover staff salaries. Federal funding is possible if an institution is not using all of its Federal Work-Study award. Commonly referred to as JLD (Job Location and Development) money, a portion of the unused Work-Study allocation can be used to fund a variety of student employment activities, resources, or staff salaries. A request for JLD funding would go through the campus financial aid director. The Carl D. Perkins Act is another federal source of funds intended to support professional-technical education. This funding helps make allowances for spending related to career development and employment-related activities that support student populations facing significant barriers (Cohen & Brawer, 1989; Eaton, 1994).

Employers can be another revenue source. Employers commonly pay registration fees to participate in job fairs. These campus events should be self-supported with the fee being applied against any associated expense. Staff members may wish

to approach employers about sponsoring specific activities such as an annual student employee recognition event. Employers may be willing to pay for advertising space on a department Web page.

Career and employment services may also consider approaching student government for short-term funding solutions. Services and activities (S&A) fees may fund services that provide a direct benefit to students. If launching a new service or event midyear, this can be a viable option. Student activities offices can answer questions about how S&A fees are distributed on each campus.

Grants represent another funding opportunity. The Washington Higher Education Coordinating Board (HECB) offers an annual administrative grant with the intention of supporting campus work-study efforts. The Workforce Education Council has authorized the funding of Perkins Leadership dollars for best practices, industry-based professional development, nontraditional training and employment, and student leadership projects. Additionally, a college’s foundation office may offer yearly campus grants to support innovative ideas.

If cooperative education (co-op)—the office that supports and facilitates student internships for academic credit—is housed with the career and employment service functions, charging students a lab fee may be a consideration to cover administrative and staff costs associated with assisting students and tracking co-op placements. This revenue may also pay for the statewide liability insurance program that covers all co-op students. Colleges pay a yearly premium, based on the previous year’s co-op enrollment.

Physical Facilities

Facilities should be designed with specific outcomes in mind. A single entry point allows for efficient triage of new visitors and user tracking. Storage for office supplies and equipment is another need; student records and information should be secured to protect confidentiality. An open, more spacious resource room can house periodicals, job listings, and career and job search information. In this area, several workstations should be made available for accessing online resources, resume writing, and job searching. At least one of the workstations should be ADA accessible. If physical space allows, configuring the terminals in a circular pattern will give professional staff more room to assist students at a workstation.

Career planning should be conducted in private office space. Additional office space may be needed



References and Resources

Astin, A. (1975). *Preventing students from dropping out*. San Francisco: Jossey-Bass.

Bloomer, T. (2005). *Employability co-location study*. Retrieved January 20, 2008, from http://www.sbctc.ctc.edu/docs/groups/studentsvscscomm/cesc/employability_collocation_study_2005.doc

Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass.

Cohen, A., & Braver, F. (1989). *The American community college* (2nd ed.). San Francisco: Jossey-Bass.

Dundes, L., & March, J. (2007). Balancing work and academics in college: Why do students working 10 to 19 hours per week excel? *Journal of College Student Retention: Research, Theory and Practice*, 8(1), 107–120.

Eaton, J. (1994). *Strengthening collegiate education in community colleges*. San Francisco: Jossey-Bass.

Everett Community College. (n.d.). *Snohomish County Job Fair*. Retrieved January 18, 2008, from <http://www.snocojobfair.com>

Galligan, A. (1995). *Service learning in experiential education from shifting paradigms in student affairs*. Lanham, MD: University Press of America.

Giordani, P. (2006, October). Technology influences the profession. *NACE Journal*, 18.

Greenberg, R. & Harris, M. (2006, December). Measuring up: Assessment in career services. *NACE Journal*.

Highline Community College. (n.d.). *Workforce Development Services*. Retrieved January 28, 2008, from <http://flightline.highline.edu/workforce/index.htm>

Holton, E. (1999). Managing the transition to work. *Journal of Career Planning and Employment* (spring), 28–56.

Kysor, D. V. & Pierce, M. A. (2000). Does intern/co-op experience translate into career progress and satisfaction? *Journal of Career Planning and Employment* (winter 2000), 25–31.

Lower Columbia College. (n.d.). *Career Center*. Retrieved January 28, 2008, from <http://lowercolumbia.edu/Common/career-center>

National Association of Colleges and Employers. (2006). *Professional standards for college and university career services*. Retrieved January 14, 2008, from http://www.naceweb.org/standards/standards_index.htm

Orzag, J. M.; Orzag, P. R., & Whitmore, D. (2001, August). *Learning and earning: Working in college*. Retrieved January 16, 2008, from <http://www.brockport.edu/career01/upromise.htm>

Raark, M. (1983). *Work on the campus: Benefits for student and institution* (Report No. CG016979). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED235443)

Washington State Board for Community and Technical Colleges. (2008, January 25). Economic development, skilled workforce and performance messages sent to trustees, presidents. *Legislative News*, 2. Retrieved January 28, 2008, from <http://www.sbctc.ctc.edu/docs/legislative/2008/legisnews/2-25jan08/legisnews25jan08.html>

Washington State Board for Community and Technical Colleges. (2007, October). *Why do two-year colleges need more resources to support Running Start students?* Retrieved January 16, 2008, from http://www.sbctc.ctc.edu/docs/legislative/2008/running_start_one_pager-blue.pdf

6 Child Development Programs

BY RHODES LOCKWOOD

Mission

The mission of a campus-affiliated child development program is threefold: (a) to provide a safe place for students to leave their children while they attend classes, study, and work; (b) to supply a model early learning environment to support the training of early childhood education students; and (c) to serve as a vehicle for the delivery of parent education and family support services.

Services and Functions

Child development programs provide students' young children with a safe and healthy environment while their parents are at school and work. Children socialize and explore their environment while being supervised by attentive and supportive adults. Providing this child care service provides an excellent opportunity to support early learning. Children's interests, skills, and challenges are assessed to create a foundation for curriculum development and a baseline to evaluate learning outcomes. Parents and guardians are recognized as children's first and most important teachers. Consequently, effective teachers recognize the imperative to explain and involve children's parents in the classroom's education process. This establishes teachers as parent resources who are often augmented by parent educators. Parent educators use children's experiences at the center as points of departure to teach about child development and facilitate the exchange of effective parenting strategies.

Staffing and Organizational Structure

Diversity is the rule among the 25 two-year colleges offering on-campus child development programs. Some colleges see the primary mission of their campus-affiliated program to be delivery of a student service that contributes to the accessibility of higher education by nontraditional students who must juggle work, school, and family responsibilities. Other colleges identify their centers' primary mission as demonstrating best practices in early care and education and serving as a learning laboratory for early childhood education students. Increasingly, colleges have recognized the value of centers pursuing multiple objectives.

Nevertheless, funding of these centers often reflects their specific history. Some centers at technical colleges receive considerable funding from general funds while receiving little or no funding from student services and activities (S&A) fees. Conversely, many centers at community colleges receive substantial funding from S&A fees but little or nothing from general funds. Most centers operate under a self-support model that relies heavily on fees paid by student parents, the state's child care subsidy programs, and local, state, and federal grants. Some colleges serve as their communities' Head Start grantees, while others contract with grantees to deliver Head Start and/or Washington State's Early Childhood Education and Assistance Program (ECEAP).

The organizational structure of each center reflects its mission and funding. Typically, each center employs a director or coordinator who reports to a supervisor in either the student services or instructional division. The lead teaching staff



is made up of fully credentialed full-time and part-time classified staff who are assisted by student employees, Work Study students, early childhood education (ECE) practicum students, and/or parent volunteer/co-op parents. Most centers employ an accountant or similarly trained office assistant to oversee the accounts receivable and payable processes. Larger programs, and particularly Head Start programs, will employ social workers to serve as family advocates.

The size and structure of a campus-affiliated child development program is the product of a complex interplay of the size and student demographics of a college, available funding stream, and the comparative need and resources available within the college's service district. Colleges typically offer services for three- to five-year-olds. Services for older children after school hours may be available, particularly if they are in short supply in the district. Many colleges are reluctant to serve too many children under three years, despite the considerable need within college student populations. Appropriate care is much more expensive to provide for very young children than it is for preschool-age children.

Physical Facilities

Child development programs are commonly housed in their own buildings or in buildings shared with relevant academic programs. While some facilities are located a short distance from campus, student parents strongly prefer their children to be on campus. Children's activity space is driven by the size of the group and age of the children. In general, younger children require a larger amount of space per child. Thirty-five square feet per child is the licensing minimum acceptable allocation, while experts, namely Anita Rui Olds, recommend 50 square feet per child (2001). Secondary children's spaces like bathrooms, kitchenettes, storage, cubbies, laundry, etc., require another 20 square feet per child. Children also require outdoor play and learning space. "The accepted *minimum* requirement is 75 sq ft/child of outdoor space for all the children enrolled in a center. However, national experts recommend between 100 and 200 sq ft/child" (Olds, 2001, p. 68).

Other adult spaces need to be provided in a campus-affiliated child development program. Observation rooms are required to support individual and groups of ECE students. Parents also benefit from being able to observe their children at play and learning, unseen by the children. Adult group meeting space is also required for parent orientation, parent education class meetings, ECE classes or observation debriefing sessions, teaching staff meetings, and teacher training workshops. Small rooms supportive of private parent-

teacher conferencing must be available. Teacher work space, furnished with computer work stations, needs to be provided for lead teachers.

Quality Indicators

The Washington Administrative Code contains regulations that set the minimum threshold for quality at child care centers (WAC 388-295). The licensing WACs are extensive and prescriptive. They specify, among other things, children's group sizes, the ratio of adults to children of various ages, and the qualifications of the administrative and teaching staff. Centers are subject to unannounced drop-in visits, visits in response to complaints, and an extensive relicensing visit, which occurs once every three years.

Accreditation by the National Association for the Education of Young Children (NAEYC) is the field's most demanding and prestigious benchmark. Not all campus centers are funded adequately to achieve this standard, but holding this accreditation qualifies programs for certain private, state, and federal grants that offset the expense. Centers receive accreditation for five years. Annually they must submit an extensive report of continuous improvement activities. Accredited centers are subject to drop-in visits and visits in response to complaints.

Finally, Head Start has detailed and comprehensive Performance Standards that all Head Start and Early Head Start programs must adhere to. Once every three years, a Head Start federal review team conducts an Office of Head Start Program Monitoring review. Failure to demonstrate fulfillment of the Performance Standards can lead to revocation of the federal grant.

Best Practices

Superior child development programs have managed to access multiple funding streams and still fully integrate programs so that families experience seamless service. For example, children enrolled in Olympic College's Head Start program are guaranteed space in the college's Child Development and Family Center to receive extended day services as needed.

Better programs find multiple opportunities for families to be involved in the center's operations. At Clark College, parents can help in their children's classroom, but they can also do maintenance activities for the playgrounds, design and administer surveys, and serve on advisory boards, just to name a few activities. Not only does a high level of parent involvement contribute valuable in-kind services, but it also creates a positive sense of engagement with the child development center and the college.

Child development centers can also serve as resources for community-based child care providers sharing knowledge and materials. Community-based providers who take advantage of the resource room at Bates Technical College may contract for in-service training or enroll in an ECE class.

Challenges

The *Washington Learns Final Report* explicitly identifies two early childhood goals for those committed to creating a “world-class education system” in Washington. First, “Parents will be their children’s first and best teachers, and will have the support they need to help their children ‘learn to learn’ in their first years of life” (Washington Learns, 2006, p. 9). Campus-based child development programs need to fully embrace this mission and ensure success through meaningful and creative collaboration with parent educators.

The second Washington Learns goal states, “Families will have access to high quality, affordable child care and education programs staffed by providers and teachers who are adequately trained and compensated” (Washington Learns, 2006, p. 9). College campus-based centers appear to be logical and desirable locations to start this reform as effective service delivery benefits not only well-educated children about to enter elementary school but also their parents who are earning higher education credentials to help them be successful in the global economy of the twenty-first century.

Ironically, the most common challenge confronted by campus-affiliated child development programs is found in simple survival. As costs have increased, state and federal resources have not grown proportionately. This challenge was most vividly illustrated in the 2005–06 fiscal year when programs faced a 3.2% cost-of-living adjustment and a 7% salary adjustment for classified teachers. Upon implementation, no new financial resources were available to offset the increased expenses. Many programs faced either substantially raising the rates they charged for services or discontinuing service to the state’s subsidized families, both of which would limit access to or eliminate financially marginal program elements like services to toddlers or evening child care.

Another challenge is how to retain the early learning education and training component of the centers. While it remains desirable to provide centers as learning sites for service learning and student career preparation through employment, the presence of student learners in the classroom is not always seen by accrediting agencies as an asset. New and more demanding requirements for teachers, set by national accreditation programs such as NAEYC, may limit the use of center classrooms as learning labs or as general student employment centers.

Head Start programs have been undermined because of the lack of meaningful increases in funding to keep pace with mandated salary increases and program improvements desired by Congress and the president. Head Start reauthorization now looms as a large and intimidating unfunded mandate until politicians decide on how to fund the reforms.

Future Directions

Assessment and Curriculum

Campus-affiliated centers have been at the forefront of the field when it comes to child assessment and curriculum planning. In the future, these programs will need to find new methods to measure the outcomes of curriculum.

Funding

Colleges will need to decide whether they want their centers to be models of quality, recognizing that this will entail employing teachers with advanced educational degrees who will require better compensation. This, in turn, will call for the substantial redesign of the funding of campus child development programs. Student parents and student S&A fees will be unable to underwrite the upgrade in teachers’ credentials, requiring help by state and federal funders.

Educational Reform

Early care and education at college centers are part of the ever changing landscape of American education. Early educators will be challenged to upgrade preacademic preparation of children entering elementary school while K–12 and higher education systems are challenged to reconsider the breadth of curriculum.

Rhodes Lockwood, MSW, MA, is the Child Development and Family Center Director at Olympic College (rlockwood@oc.ctc.edu).

References and Resources

- National Association for the Education of Young Children. (2005). *NAEYC early childhood program standards and accreditation criteria: The mark of quality in early childhood education*. Washington, DC: Author.
- Olds, A. R. (2001). *Child care design guide*. New York: McGraw-Hill.
- U.S. Department of Health and Human Services. (2001). *Head Start program performance standards and other regulations*. Washington, DC: Author.
- Washington Administrative Code. (2003, August). *Minimum licensing requirements for child care centers*. WAC 388-295. Retrieved January 17, 2008, from <http://apps.leg.wa.gov/wac/>
- Washington Learns. (2006). *Washington Learns Final Report*. Olympia, WA: Author.

7 Counseling Services

BY STEPHEN COATES-WHITE

Mission

The mission of counseling services is to provide professionally trained assessment and holistic interventions to maximize the success of students from the point of entrance through the achievement of their educational, career, and personal goals.

Services and Functions

Counselors are vital members of campus planning and retention efforts. They provide essential educational programs and services designed to meet the needs of their unique communities. Counselors use psychological theory and research to help students make progress toward their educational and career goals and with their emotional and social development.

Educational Counseling/Academic Advising

Educational counseling includes helping students learn strategies for academic success and addressing personal barriers. Counselors provide services such as interpreting basic skills and placement test results, reviewing information about educational programs and courses, explaining college policies and procedures, and guiding students to appropriate information in their fields of interest. While academic advising and educational planning are done at various levels of depth and complexity by different employees, counselors are uniquely trained to interview students and develop a holistic educational plan that takes into account a student's educational background; emotional, social, and academic readiness; levels of support; family circumstances; and schedule. Martin (2004) reports that holistic academic advising has been the most frequently requested student service provided by counselors in the community and technical college system. Other examples of educational counseling include assisting students with choosing a program of study; transferring to a university; withdrawing from classes; coping with math, speech, or test anxiety; exploring learning styles; and improving study skills.

Career Counseling

Career counseling involves students in an exploration of personal interests, motivations, values, and abilities, and teaches the development of decision-making skills through the selection of career goals. Counselors instruct students about employment trends, specific career and job search skills, as well as select, administer, and interpret standardized career assessment instruments.

Counselors may oversee or work in tandem with college career centers to provide additional services. Counselors help students use career exploration databases and other resources that provide students with tools to explore occupations and various training programs.



Personal Counseling

Personal counseling addresses issues such as the balance of school, work, and home; difficulties in class; dealing with anxiety or depression; confronting prejudice or discrimination; relationship problems; identity confusion and uncertainty; managing grief, anger, or shyness; coping with major life transitions; lack of confidence and assertiveness; time and stress management; and dealing with perfectionism and unrealistic expectations.

Crisis intervention and mental health response

In collaboration with campus security, college administrators, and community referral resources, counselors assist with a host of mental health related issues. Counselors are familiar with the mental health resources in their community and make appropriate referrals as needed. Counselors generally do not provide clinical diagnosis or long-term treatment in the community college environment.

Instruction

Counselors regularly teach classes related to human development and applied psychology. The primary objective of instruction is to improve student success through coping skills, decision making, goal setting, career development, and effective life management.

Consultation and Advocacy

Counselors consult and advocate for students with instructors, administrators, and other campus offices (Lewis, Arnold, House, & Toporek, 2003). They help address complaints, assist in identifying and resolving complex situations, provide training and feedback on classroom behavior and/or challenging students, and serve the campuswide community through committee work, planning bodies, and guest lecturing.

Staffing and Organizational Structure

According to the Revised Code of Washington (RCW 28B.52.020, 1991), community and technical college counselors are faculty members based on their status as “academic employees” (§ 2). They have a minimum of a master’s degree in counseling, psychology, or related field (Washington Administrative Code, WAC 131-16-091, 2004) from an accredited university that includes a supervised practicum and internship in counseling. Some counselors have additional training or licensure in mental health and/or addictions counseling.

Counselors adhere to a professional code of ethics, maintain confidentiality, and follow duty-to-report laws according to the professional guidelines

and ethical standards set by their professional associations and state licensure boards. While there are state laws through the Washington State Department of Health pertaining to counselor registration and licensure, community colleges have varying interpretations of these regulations.

The institution and the state must provide adequate financial resources to ensure the provision of a broad range of counseling services. This requires strong institutional commitment to provide necessary facilities, staffing, and operational funding.

Physical Facilities

The facility for office and program space should be a welcoming and safe environment. It should be located close to other student services units and in an area that is easily visible and accessible to students. Layout and access should be in compliance with the relevant requirements mandated by the Family Educational Rights and Privacy Act (FERPA), the Americans with Disabilities Act of 1990 (ADA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). A variation to this model might include collocating counselors in instructional divisions or departments.

Features important to a counseling services center are

- a comfortable reception area for students;
- private offices for counselors to meet with students and store confidential records;
- local printing availability to print confidential materials and resources;
- a conference room for staff meetings and group meetings with students;
- adequate storage facilities and a workroom for office equipment;
- an area for professional library resources.

If a career center and/or transfer center is linked with counseling services, adequate space for these functions and their materials should be allocated.

Quality Indicators

Colleges may use multiple sources of data to determine the quality of counseling services. Examples include classroom and workshop evaluations, satisfaction surveys, demographic descriptions of students served, student-to-counselor ratios, access and availability, quality of educational background of employees, cultural and gender balance, professional licensure and/or certifications



held, and the amount of counselor participation in professional development activities. Some colleges may also evaluate the quality of counseling services against measures of student retention, achievement, and graduation rates.

Best Practices

Coats, Ash, and Dorsey (1998) developed K–14 guidelines for comprehensive counseling and guidance so that schools and colleges could develop and implement their own plans. These guidelines were ultimately endorsed by a variety of state and national organizations that provide direction for counseling programs and provide a strategic planning foundation for individual colleges.

Inasmuch as it is still a challenge, another best practice of counseling services is an emphasis on multicultural counseling (Sue, Arredondo, & McDavis, 1992). Students and counselors are often exposed to new perspectives that challenge their perceptions, stereotypes, and behavior. According to Santos, Ortiz, Morales, and Rosales (2007), “campus climate plays an important role in student success or failure” (p. 105) and add that a negative climate contributes to poor psychological adjustment, poor academic performance, and low persistence across various ethnic identities. Counselors are in a good position to work with students to enhance multicultural competencies and to provide institutional leadership and training.

Counselors have been involved in educating employees and students about mental health issues and managing difficult situations. North Seattle Community College, for example, uses e-mail to provide suggestions on how to intervene in cases of student/campus emotional distress. Similarly, Lake Washington Technical College has distributed checklists for risk assessment related to suicide and violence. Clark College has implemented a series of workshops titled “Mental Health Mondays.” Topics have included substance abuse, depression, post-traumatic stress disorder, and warning signs of serious mental health problems associated with violence.

Challenges

Meeting student counseling needs continues to be an ongoing system challenge. Counselors are encountering progressively more frequent and complex student issues that require intensive services and resources. Contributing factors include an increasingly diverse student population with numerous needs in social, behavioral, gender, and

cultural areas, compounded by a lack of community/mental health resources and increased societal pressures.

One of the biggest challenges facing counselors is the reduction of positions and increased workload within the community college system. An analysis of student-to-counselor ratios in Washington State community colleges from 1985 to 2000 demonstrates an increase by 48% from 1,086 students per counselor in fall quarter 1985 to 1,604 students per counselor in fall quarter 2000 (Martin, 2004). However, several authors (Bishop & Walker, 1990; Gerdes & Mallinckrodt, 1994; Jenkins, 1996) have clearly identified the positive impact that counseling has on student retention. Therefore, institutions and counselors must identify strategies to continue providing quality services to meet students’ needs. Another challenge facing counselors related to reduction of positions may be connected to a lack of recognition of counseling value to the maintenance and growth of full-time equivalent (FTE) students. Several authors (Bishop & Brenneman, 1986; Bishop & Walker, 1990; Gerdes & Mallinckrodt, 1994; Jenkins, 1996) have identified the positive impact that counseling has had on retention, but more state and institutional research may be useful.

Online instruction, evolving technology, and student expectations are having an impact on counseling services. Students are increasingly expecting access to online counseling resources and virtual counseling appointments. As more students are able to simultaneously enroll at multiple campuses, institutions will need to develop policies that address availability, procedural issues, and ethical/quality standards related to virtual counseling services.

Future Directions

As the frequency and severity of mental health problems increase on open-door campuses (Blom & Beckley, 2005; Kadison, 2004), it is vital to have counselors who can respond to these concerns. The National Council on Student Development advocates that college counseling centers provide consultation services with psychologists and psychiatrists to meet the needs of students (Garrett, Bragg, & Makela, 2006). Consultation with individuals who have advanced training can be especially helpful when working with students who present particularly difficult cases. Some schools have already started placing greater emphasis on mental health licensure in the hiring process and have developed wraparound health services that include access to nurse practitioners and prescription services.

High-profile cases such as the April 2007 shootings at Virginia Tech and the University of Washington put pressure on colleges to review and/or develop comprehensive programs related to campus safety. Counselors can play a unique role in faculty/staff training and developing programs and policy surrounding risk and behavioral incident assessment and crisis response.

Another issue is one of developing standards. In 1997, the California Community Colleges adopted statewide standards of practice for counseling programs. These standards were a result of Title 5 legislation in California (California Community College Chancellor's Office, 2003). Counseling standards currently exist within Washington State for the K–12 system (RCW 28A.410, n.d.) and were strengthened with the passage of HB 1670 during the 2007 legislative session. This approach could also maintain and improve counseling standards for the community and technical college system.



Stephen Coates-White, M.Ed., is a counselor at South Seattle Community College (scoates@sccd.ctc.edu).

References and Resources

Americans with Disabilities Act of 1990 (ADA), Pub. L. No. 101-336, §2, 104 Stat. 328 (1991).

Bishop, J. B., & Brenneman, K. A. (1986). An initial assessment of a counseling center's role in retention. *Journal of College Student Personnel*, 27, 461–462.

Bishop, J. B., & Walker, S. K. (1990). What role does counseling play in decisions relating to retention? *Journal of College Student Development*, 31, 88–89.

Blom, S. D., & Beckley, S. L. (2005). Six major challenges facing student health programs. *The Chronicle of Higher Education*, 51(21), B25.

California Community College Chancellor's Office. (2003). Consultation council task force on counseling. Retrieved August 1, 2007, from http://cccoco.edu/executive/consultation/agendas_consult/agenda_0803.htm

Coats, R. Q., Ash, M., & Dorsey, C. J. H. (1998). *Washington State guidelines for comprehensive counseling and guidance programs from kindergarten through community and technical college*. Olympia, WA: Office of Superintendent of Public Instruction.

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99.

Garrett, D., Bragg, D. D., & Makela, J. P. (2006). *Toward the future vitality of student development: The vision of the National Council on Student Development*. Champaign, IL: National Council on Student Development National Office, University of Urbana-Champaign.

Gerdes, H., & Mallinckrodt, B. (1994). Emotional, social, and academic adjustment of college students: A longitudinal study of retention. *Journal of Counseling & Development*, 72(3), 281–288.

Health Insurance Portability and Accountability Act of 1996 (HIPAA), Pub. L. No. 104-191 (1996).

Jenkins, J. M. (1996). Retention and the college counseling center: Good news from Berry College. *American College Counseling Association: Visions*, 4, 12–13.

Kadison, R. D. (2004). The mental-health crisis: What colleges must do. *The Chronicle of Higher Education*, 51(16), B20.

Lewis, J., Arnold, M. S., House, R., & Toporek, R. (2003). Advocacy competencies [Electronic version], pp. 1–2. Retrieved December 11, 2007, from <http://www.counseling.org/Publications/>

Martin, E. E. (2004). An analysis of staffing issues related to counselors and advisors in the Washington State community and technical college system. Retrieved July 7, 2007, from ProQuest Digital Dissertations database. (Publication No. AAT 3131192).

Revised Code of Washington. (1991). **Definitions**. RCW 28B.52.020. Retrieved June 20, 2007, from <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.52.020>

Revised Code of Washington. (n.d.). **Certification**. RCW 28A.410. Retrieved August 7, 2007, from <http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.410>

Santos, S. J., Ortiz, A. M., Morales, A., & Rosales, M. (2007). The relationship between campus diversity, students' ethnic identity and college adjustment: A qualitative study. *Cultural Diversity and Ethnic Minority Psychology*, 13(2), 104–114.

Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development*, 70, 477–486.

Washington Administrative Code. (2004). **Additional qualifications in areas of specialization**. WAC 131-16-091. Retrieved June 20, 2007, from <http://apps.leg.wa.gov/WAC/default.aspx?cite=131-16-091>

8 Disability Support Services

BY KATHY COOK

Mission

Disability support services (DSS) professionals coordinate accommodations for students with disabilities and work to ensure equal access to educational programs, services, and activities at their institutions. DSS professionals promote awareness of disability issues and foster an environment that welcomes and fully integrates people with disabilities.

Services and Functions

The role of DSS offices in community and technical colleges is to implement legal mandates of providing equal access to all programs, services, and activities, and offer consultation and suggestions for academic adjustments and auxiliary aids to students with disabilities.

Requesting Academic Adjustments and Auxiliary Aids

Students who wish to obtain academic adjustments and auxiliary aids must ask at the DSS office. While it is best to have students make such requests as early as possible, opportunities to do so should be available at any point throughout their enrollment. Students generally need to request services each quarter in which they are needed.

Determination of Eligibility for Services

Eligibility for services is determined through the provision of documentation from a qualified professional and communication between the student and the DSS service provider.

Determination of Student Needs

Specific academic adjustments and auxiliary aids are discussed during the student's registration or initial visit to the DSS office. Since it is not always possible to foresee all of the services a student might need, additional services may need to be provided later.

Referral to Agencies

Students should be referred to appropriate agencies and/or programs that may assist them in their college success (Division of Vocational Rehabilitation, Department of Services for the Blind, Labor and Industry, Social Security, Veterans Administration, etc.). Students' participation with these agencies must be voluntary and not a requirement to receive services through the DSS office. Some state agencies may provide services to the student in conjunction with services provided by a college.

Academic adjustments and auxiliary aids vary based upon student needs. A DSS office may offer a variety of services, including

- accommodations-based admissions process to ensure access to students of all abilities;

- early or priority registration;
- sign language, oral, or tactile interpreters;
- textbooks and other educational media in alternative format, including large print, Braille, electronic format, and audiotape;
- provision of readers, note takers, and scribes;
- facilitation of physical access, such as relocating classes, activities, and services to an accessible location;
- access to adaptive equipment, such as TTYs, FM systems, closed-captioned devices, amplified telephone receivers, closed-circuit televisions, vision reading aids, players/recorders for 15/16, four-track tapes, and photocopy machines with print enlargement capabilities;
- release of syllabi, study guides, and other appropriate instructor-produced materials in advance, and access beyond the regular classroom session to slides, films, and overheads;
- recordings of lectures;
- access to on-campus tutoring and mentoring, peer counseling, and academic advising;
- flexible test-taking arrangements;
- flexible timeline for completion of course certification and degree requirements.

Staffing and Organizational Structure

While the staffing levels and organizational structure of DSS offices are influenced by the size, nature, and mission of each institution, the programs are an integral part of student services. An adequate and qualified professional staff is critical to fulfilling legal requirements and program mission. Minimum staffing should include at least one professional dedicated to the DSS office, with adequate support services available.

Professional staff members should have a degree in a relevant area such as rehabilitation counseling, special education, counseling, psychology, and/or extensive experience working with people with disabilities. They should also have knowledge of and the ability to interpret relevant civil and federal laws.

Qualified support staff such as interpreters, readers, scribes, and lab and program assistants with the interest, academic preparation, abilities, and competencies essential to providing specialized services. American Sign Language interpreters should have the appropriate training and/or certification.

Clerical and support staff should have knowledge and training in the use of equipment unique to students with disabilities.

Operating Budget and Funding Sources

In order to comply with state and federal statutes, adequate financial resources are needed to ensure effective services for students with disabilities. Due to the unpredictable nature of demand for accommodations and academic adjustments, institutions recognize that their annual DSS budgets may not adequately support the full need that may arise during an academic year. Denying students reasonable academic adjustments or auxiliary aids due to lack of available funding is generally not an option for community and technical colleges.

The Washington State Legislature appropriates funds to the State Board for Community and Technical Colleges who in turn provides each college funds to support the direct services provided to students with disabilities through DSS programs. This funding comes from a variety of sources and is disbursed separately based upon different criteria. The first—and largest source—is the Annual Funding Allocation, which is based on a standard base allocation and is distributed among all colleges. This also includes a pro rata share based on a two-year average of each institution's identified disabled student population.

The second source is the Quarterly Disability Accommodation Reserve Fund. Through it, colleges receive a share of the funds based upon their share of the total system expenditures for direct academic adjustments and auxiliary aids. For example, if a college's expenditures for academic adjustments and auxiliary aids and services equaled 5% of the total costs systemwide, it would receive 5% of the Quarterly Disability Accommodation Reserve.

Physical Facilities

DSS programs often place unique space demands on community colleges. DSS offices should be located in an area that is accessible and conveniently located for student use on campus. Space should be available for students with disabilities for quiet or private testing and other activities that require confidentiality or minimal interruptions. Accessible parking as near as possible to accessible entrances is required.

Quality Indicators

As the needs of students with disabilities vary tremendously, it is extremely difficult to establish separate quality indicators. The laws mandating that services are provided—Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Washington State Core Services Bill, House Bill 2327—indicate the standards to which each campus is held in regards to provision of access to institutional programs, services, and activities. Additionally, the Council for the Advancement of Standards in Higher Education (CAS) offers an excellent self-assessment guide for disability support services. This guide helps campuses evaluate the level of services offered through the DSS office as well as the campus as a whole (2006).

Best Practices

Additional duties performed by effective DSS offices include, but are not limited to

- maintaining a high degree of visibility with staff, faculty, and administration through constant involvement in determining academic adjustments, policy formation, and promotion of understanding the needs of students with disabilities;
- advocating for the needs of students with disabilities to the college community so that staff, faculty, administration, and other students gain awareness of, and sensitivity to, issues surrounding students with disabilities;
- providing technical assistance and consultation to college personnel concerning academic adjustments, architectural barriers, and policy formation relative to disability issues. DSS staff should serve on campus committees that have implications for students with disabilities such as assessment, admissions, building improvements, and vocational funding for special populations;
- reviewing ongoing efforts to improve campus accessibility, including signage, barrier-free design, disability parking, etc.;
- providing referrals to appropriate on-campus and off-campus resources, services, and agencies;
- notifying students of the institution's policy of nondiscrimination on the basis of disability, and advising students of the steps they can take if they believe discrimination has taken place.

Future Directions and Challenges

National and statewide trends indicate that a growing number of people with disabilities will transition into higher education, seeking academic and vocational degrees. Many of these individuals will have more complex disabilities, requiring highly specialized technology. The need for specialized services, equipment, and additional funding will increase for all campuses, and campuses should begin to prepare for these inevitable costs ahead of time rather than waiting until the last moment to address the funding needs of the DSS offices.

Accessibility and universal design should be taken into consideration in the procurement process for campuses. All aspects of campus technology should be accessible as students are not the only people needing accommodations. Staff and faculty using such technology may have disabilities that require accommodations as well. Accessibility should be a forethought, not an afterthought, in the procurement process.

Kathy Cook, BA, is the Director of the Center for Disability Services at Everett Community College (kcook@everettcc.edu).

References and Resources

Americans with Disabilities Act of 1990, Pub. L. No. 101-336, §2, 104 Stat. 328 (1991).

Council for the Advancement of Standards in Higher Education. (2006). *CAS disability services standards and guidelines self-assessment guide*. Washington, DC: Author.

Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education*. (6th ed.). Washington, DC: Author.

Engrossed House Bill, Bill 2327, 53rd Legislature of Washington State, 1994 Regular Session.

Rehabilitation Act of 1973, Section 504, Pub. L. No. 93-112, 87 Stat. 394 (Sept. 26, 1973).

Resources on the Internet

Association on Higher Education and Disability (AHEAD): <http://www.ahead.org>

AHEAD is the premiere national professional association committed to full participation of persons with disabilities in postsecondary education. AHEAD dynamically addresses current and emerging issues with respect to disability, education, and accessibility to achieve universal access.

Washington Association on Postsecondary Education and Disability (WAPED): <http://www.waped.org>

WAPED is an organization composed of disability support service providers from community and technical colleges as well as four-year public and private universities. WAPED provides professional development, support, and training.

9 Enrollment Management

BY CHRISTINE KERLIN

Introduction

Unusual enrollment trends, funding limitations, revised institutional strategic plans, a competitive marketplace, shifting demographics, economic trends, multiple missions. These are some of the factors that may compel colleges to add *enrollment management* to their lists of initiatives. What is enrollment management?

The concept first made its way to higher education through Jack Maguire in the 1970s, when he described enrollment management as an approach and structure that organizes a variety of institutional processes relevant to student enrollment (Maguire, 1976, as cited in Kalsbeek, 2006). Hossler (1986) described it as a process through which the size of the student body is influenced by the deliberate organization and efforts of admissions, advising, financial aid, pricing, orientation, advising, retention, and other services. Dolence (1993) offered a seminal definition: "Strategic Enrollment Management (SEM) is a comprehensive process designed to help an institution achieve and maintain optimum enrollment, where optimum is defined within the academic context of the institution" (p. 8). Bontrager (2004) states that enrollment management "enables fulfillment of institutional mission and students' educational goals" (p. 12).

A review of the literature and attendance at any enrollment management conference will demonstrate that these multiple definitions of enrollment management are highly related to successful practice, in both the community college and baccalaureate sectors. Institutions across the nation have strengthened their enrollments through numerous strategies and tactics, such as coordination of recruitment activities, enhancement of financial aid processing, implementation of effective retention strategies, development of new instructional programs, intensive marketing activities, and creation of one-stop service centers. There is no shortage of best practices and good ideas in enrollment management techniques. Experienced enrollment professionals agree, though, that each institution should develop its own approach, strategies, and tactics, reflecting its own institutional culture and challenges. This is particularly true for community colleges, where some strategies practiced in the baccalaureate sector may not be applicable to a community college that is open door, nonresidential, less well-funded, and largely focused on its community.

Before the reader becomes concerned that the concept of enrollment management seems too nebulous and that the journey to enrollment success has few universal road signs, the author offers the following community college relevant definition:

Enrollment management (EM) is a comprehensive and coordinated process that enables a college to identify enrollment goals that are allied with its missions, its strategic plan, its environment, and its resources, and to reach those goals through the effective integration of administrative processes, student services, curriculum planning, and market analysis.



Getting Started

... EM is a comprehensive and coordinated process ...

The keyword is comprehensive. As much as possible, the EM process should be inclusive of all sectors of the college. However, there is no single preferred EM organizational structure. Kemerer, Baldrige and Green (1982) suggest that there are four approaches: committee, coordinator, matrix, and division. Penn (1999), Jonas and Popovics (2000), and others have offered commentary on the viability of those models, noting that there are advantages and disadvantages associated with each model. Henderson (2005) argues for an enrollment management ethos rooted in the academic context, rather than an overemphasis on a formal structure. The institutional culture and the realities of an institution's structure should be the drivers of an institution's EM process. At this juncture in their history, many community colleges are finding the committee approach to be the best vehicle since it fits with the typically egalitarian climate of the community college. Some community colleges are elevating the role of a current student services or academic administrator to have oversight and accountability for the progress of an EM effort.

... that enables a college to identify enrollment goals that are allied with its mission, its strategic plan, its environment, and its resources ...

Enrollment goals should be developed in line with the institution's vision of its future, its strategic plan to achieve that vision, and its practical assessment of its resources. The harmony between a vibrant institutional strategic plan and an EM plan ensures a sharper focus on goals, and a better use of human and financial resources. In identifying enrollment goals, attention must be paid to the implications of targets set by the State Board for Community and Technical Colleges, full-time equivalent (FTE) funding allocations, alternative entrepreneurial endeavors, enrollment profiles and trends, program mix and delivery modes, and other environmental data that provide useful information for the EM process.

The following suggestions may be helpful in getting started:

- Review the college's strategic plan. Is it current, vibrant, focused? Does it include a direction for enrollment?
- Assess the college's internal and external data collection and analyses capabilities. Are the data clean, reliable, and informative?
- Encourage executive leadership to make a cogent case for an EM focus, using data that describe enrollment goals, the internal and external challenges related to those goals, and why it matters to everyone. EM requires visible executive buy in and leadership.
- Develop an incremental approach to EM in those situations where an institution-wide effort lacks strong executive leadership (Kerlin, 2004). Putting some components of EM in motion is preferable to no action, and could set the stage for an eventual comprehensive approach.

It is important to keep in mind that effective EM does not happen overnight; there are few silver bullets. Developing an EM ethos across the college takes time. Asking the question—"How does this affect student enrollment?"—at each decision-making moment must become the habit. One's knowledge of EM must be honed by reviewing relevant literature and attending conferences and workshops on the topic.

... and to reach those goals through the effective integration of administrative processes, student services, curriculum planning, and market analysis.

Notwithstanding the goal of imbuing every member of the college with a sense of responsibility for enrollment management and success, an EM plan, usually developed within some sort of collaborative group, helps the college focus on key initiatives that intentionally move the college toward its goals. While there is no single recipe for an EM plan, the following steps are offered as a suggestion for both method and format:

- Establish relevance. Identify the portions of the college's strategic plan that are relevant to the enrollment position of the college. The EM plan should support the strategic plan.
- Conduct an environmental scan. Analyze internal and external enrollment-related data that expand understanding of the issues raised by the strategic plan, as well as related enrollment issues. EM findings can also be used in a feedback loop to overall strategic planning.
- Identify and explain the issues.
- Select the most critical issues and identify key strategies that respond to those issues. Focusing on a limited number will enable the college to concentrate its attention and resources toward achieving the biggest impacts.
- Set goals, using measurable elements wherever possible.

- Identify tactics. Brainstorm, use data, assess resources, and be selective about the tactics that will have the most positive response to the issues. Identify the commitments and the accountabilities for those tactics.
- Create an assessment, feedback, and revision schedule.
- Communicate. Periodic meetings, a campus feedback mechanism, and sharing of the plan help ensure collaboration and follow-up.

It is important to note that EM should not be seen only through the lens of student services. In fact, it is critical that EM be seen as more than simply beefing up recruitment, creating a one-stop service center, or counseling at-risk students. These types of tactics may be easier to accomplish and helpful initially when a college is seeking to strengthen enrollment, but they are not long-run contributors to a healthy and enduring enrollment pattern because they do not get into the core of the institution: instructional programs and academic planning practices.

Dolence (1993), Henderson (2005), and Kalsbeek (2006) emphasize the necessary comprehensiveness of EM, particularly the relationship of the instructional program with EM. Kalsbeek clarifies it further, identifying four *orientations* that can be used when approaching and implementing EM:

- **Administrative** — Coordinating the processes, practices, and policies of the college related to enrollment.
- **Student-focused** — Caring for the individual person (student) who interacts with college processes and services.
- **Academic** — Focusing on the development of a current, compelling, relevant, and competitive curriculum, with optimal enrollment size, mix, quality, and revenue.
- **Market-centered** — Assessing the realities of the marketplace. Attending to the college's position and competitiveness in that marketplace.



A college that embraces the integration of these four orientations will ensure that steps 2, 3, 4, 5, and 6 mentioned earlier engage the participation of representatives of many parts of the college, perhaps including students and external stakeholders.

Summary

Through understanding the purposes and dimensions of EM, student services professionals can play a natural leadership role. The intuitive relationship between student services programs and the success of students through entry, retention, and graduation processes often provides an overview of enrollment challenges and opportunities that others in the college may not easily see. For many colleges, student services are the first choice for locating its EM facilitation and initiatives.

The stronger role, though, is to assist the college in developing an approach and plan that integrates all major functions of the college and establishes enrollment success as the responsibility of everyone.

Christine Kerlin, EdD, is the Vice President of Enrollment Management and the Executive Director of the University Center of North Puget Sound at Everett Community College (ckerlin@everettcc.edu).

References and Resources

- Botrager, B. (2004). Enrollment management: An introduction to concepts and structure. *College and University*, 79(3), 11–16.
- Dolence, M. G. (1993). *A primer for campus administrators*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers.
- Henderson, S. E. (2005). Refocusing enrollment management: Losing structure and finding the academic context. *College and University*, 80(3), 3–8.
- Hossler, D. (1986). Managing college enrollments. *New Directions for Higher Education*, 53. San Francisco: Jossey-Bass.
- Jonas, P. M., & Popovics, A. J. (2000). Beyond the enrollment management division: The enrollment management organization. *College and University*, 81(3), 3–8.
- Kalsbeek, D. H. (2006). Some reflections on SEM strategies and structures (part one). *College and University*, 81(3), 3–8.
- Kemerer, F. R., Baldrige, J. V., & Green, K. C. (1982). *Strategies for effective enrollment management*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers.
- Kerlin, C. (2004). Using incremental steps to strategic enrollment management planning. In J. Black & Associates (Ed.), *Essentials of enrollment management: Cases from the field*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers.
- Penn, G. (1999). *Enrollment management for the twenty-first century: Institutional goals, accountability and fiscal responsibility*. Washington, DC: ERIC Clearinghouse ED432939

10 Intercollegiate Athletics and Recreational Sports

BY MARCO AZURDIA AND MICHAEL E. LANG

Mission

The mission of intercollegiate athletics and recreational sports programs at two-year colleges is to provide students with opportunities to participate in competitive and recreational sports activities. These activities help in teaching the importance of physical fitness and athletic conditioning, skill development, and academic achievement; promoting wellness and enhancing individual student development; providing opportunities for leadership development and teamwork experience; and learning to value and respect cultural diversity. Involvement in athletics and recreational sports also provides students with potential career opportunities and a foundation for lifelong recreational interests.

Services and Functions

College students who participate in athletics and college-sponsored recreational sports are more likely to succeed in their academic endeavors and are more satisfied with their overall college and academic experience (Blumenthal, 2004). More specifically, the Council for the Advancement of Standards in Higher Education (CAS) states in the *CAS Recreational Sports Programs Standards and Guidelines Self-Assessment Guide* that, "Recreational sports programs are viewed as essential components of higher education, supplementing the educational process through enhancement of students' physical, mental and emotional development" (2006).

Intercollegiate athletics and recreational sports activities provide opportunities for students to learn to balance life's activities and academic coursework, develop team and individual skills, develop internal and external motivation, and enhance their overall personal development and learning. Participating in recreational activities contributes positively toward an individual's mental and emotional stability, provides relief from tension and mental stress, and promotes self-esteem (Jensen & Naylor, 2006, pp. 55–58). In addition to personal development, local athletics and recreational sports programs provide an incredible opportunity for a community college to forge and maximize relationships with student athletes, student body members, and community members within the college's service district. Whether it is students and community members rooting together at a soccer match or student athletes representing their college in a playoff game, fans and athletes alike will be more emotionally invested in a college by participating in such activities.

Intercollegiate Athletics Programs

The Washington State Board for Community and Technical Colleges (SBCTC) has adopted a general policy and guidelines for operations of intercollegiate athletic programs. "Intercollegiate athletics offer competitive sports programs that develop skills, abilities, leadership, teamwork, competitiveness and discipline. Those colleges offering intercollegiate programs are subject to the rules and regulations of the Northwest Athletic Association of Community and Technical Colleges" (Washington State Board for Community and Technical Colleges, n.d.).

The Northwest Athletic Association of Community Colleges (NWAACC) administers and governs intercollegiate athletics in 15 sports at 35 community colleges where more than 3,600 student athletes compete yearly. NWAACC is composed of community colleges in the states of Washington and Oregon as well as the Canadian province of British Columbia. It is the mission of NWAACC to “foster athletic participation in an environment that supports equitable opportunities for students consistent with the educational objectives of member colleges” (NWAACC, 2007, p. 1). NWAACC goes on to state in its *Code Book* that it will

- promote the importance of character, ethics and sportsmanship by:
- Teaching how to achieve individual success while contributing to the objective of a group.
- Providing the opportunity for competition with honor.
- Supporting academic and athletic growth.
- Instilling a respect for diversity within the development of a team.
- Promoting positive relations between colleges and their communities (2007, p. 1).

NWAACC also teaches the importance of athletic conditioning, skill development, academic achievement, and balancing an active schedule.

Participation in intercollegiate athletics can provide financial assistance to student athletes through scholarships, tuition waivers, and athletic work-study employment as governed and regulated by NWAACC. Each sport, as mandated by NWAACC, has a limit of financial assistance that can be awarded to student athletes based on athletic participation.

Recreational Sports Programs

Although higher educational institutions recognize the importance of recreational programs to student life, the size of the program and institutional commitment to providing activities will differ according to available resources, organizational structure, and student interests. Activities may include intramural or extramural sports teams, wellness programs, open gyms, individual recreational activities, open athletic tournaments, sports camps, league play in various team sport activities, and student sports clubs.

Staffing and Organizational Structure

The supervision and staffing for athletics programs vary according to each college’s organizational structure. The athletic director is typically the chief

administrative officer for intercollegiate athletics. Ideally the athletic director is a full-time administrative position, since the supervision of coaches, players, fund-raising, student eligibility management, travel, lodging, purchasing, and game management need quality oversight and execution. Many NWAACC member institutions with limited resources operate successful programs with part-time athletic directors who have responsibilities in addition to athletics. The size of the institution, the number of intercollegiate sports offered, as well as the institutional commitment will dictate the resources available to support athletic departments. It is not uncommon to find coaches who are full-time faculty members, teaching in the physical education departments or in other disciplines. It is also a common practice to staff coaching positions with part-time employees.

Recreational sports may be an extension of a college’s athletic department and/or physical education department, or student activities program. Members of the student services staff usually supervise and manage recreational activities.

Funding for intercollegiate athletics within the Washington community and technical college system is typically generated from a combination of state funds and student services and activities (S&A) fees. In addition, at many institutions the college foundation supports fundraising activities to supplement athletic funding. Most colleges find it necessary to organize an athletic booster club to help generate funds to support intercollegiate athletics.

Like intercollegiate athletics, recreational sports programs may have several sources of funding including S&A fees, state funds from the college’s general budget, revenues from participant and facility use fees, and/or student assessment fees. Some funding may come from city recreation programs as partnerships are developed and facilities are shared.

Physical Facilities

Vital to intercollegiate athletics and recreational sports programs are quality facilities that provide a safe environment. The size of the institution, the number of intercollegiate sports offered, and the institutional commitment to athletics and recreational sports will determine the resources that can be applied toward supporting athletic and recreational facilities. A sports and fitness center—which typically includes a weight room, locker room facilities, storage space, sport specific facilities (indoor/outdoor), and offices—needs to be readily accessible to students either on campus or in a shared

complex. All facilities must be in compliance with the Americans with Disabilities Act (ADA) requirements. Facilities should be clean, safe, welcoming, and provide a quality experience for students and community members who attend athletic events or use the facilities for recreational purposes.

Quality Indicators

Many internal and external factors play a role in determining the quality of intercollegiate athletics and recreational sports programming. Measurable indicators are often used to evaluate programs, including funding, recruitment, and retention.

Sufficient funds for athletic teams and student athletes in order to be competitive with peer institutions in supporting travel, equipment, and staffing expenses. The full amount of athletic grants-in-aid as defined in the *NWAACC Code Book* should be available for intercollegiate teams. Funding levels for recreational sports should meet the needs and interests of an institution's student population and provide adequate staffing, supplies, and equipment.

Recruitment and retention of student athletes so that teams will be competitive with peer institutions. The recruiting of student athletes should also be consistent with NWAACC's philosophy and rules as stated in the *NWAACC Code Book* (2007, p.15). In addition, team rosters should meet or exceed the number of athletes permitted by conference guidelines for travel squad sizes in order that as many students as is practical and feasible can participate. Student achievement, retention, transfer, and completion rates for athletes and recreational sports participants should be comparable to those of other student populations. For recreational sports, quality may be indicated by the number of participants, student satisfaction, and the diversity of the offerings.

Intercollegiate athletics and recreational sports programs that provide equal opportunities for women and men. More specifically, athletic participation should meet Title IX requirements and provide opportunities equal to the institution's percent of female and male matriculated students. Title IX is the federal law prohibiting sex discrimination against students and employees of educational institutions.

Another indication of quality is when athletic programs follow the standards for event management and conform to the job descriptions and required certifications for athletic commissioners, coaches, and athletic directors as mandated in the *NWAACC Code Book* (2007, pp. A13–A22).

Best Practices

Several best practices in both athletics and recreational sports can be identified in Washington state community colleges. Some of these practices include

- full-time staff or faculty positions for head coaches and the recreational sports program administrator;
- an organizational structure with athletics, physical education, and recreational sports in the same unit or department;
- a full-time position of athletic success manager. Possible duties for this position may include responsibility for developing a recruiting and retention program, monitoring academic progress of student athletes, developing an orientation and advising program for student athletes, identifying student athletes' special needs and referring them to appropriate resources and services, and working with campus departments or committees to promote academic achievement and persistence of all students;
- an annual report of athletic and recreational sports activities. This report should include student participation rates, student achievement data, program expenses and revenue, etc. It should be presented to the college's board of trustees, executive leadership, the booster club, and student leadership;
- a variety of activities that meet the needs and interests of the students and the community, including a wellness program for employees and students, organized classes, athletics, intramural and extramural sports opportunities, sports camps, recreational sports tournaments, physical education instruction, wellness consultation, and open hours for recreational use of facilities;
- clean, accessible, well-maintained, and adequately supervised instructional, athletic, and recreational facilities;
- communication with the community through a variety of activities, including press releases to the media, reports to the booster club, advertising games and special events, and outreach by student athlete volunteers or through service learning programs. Another crucial communication tool is a current and attractive Web site that is used as a recruiting tool and for providing information to faculty, staff, and community members.

A community college district that incorporates most of these best practices is the Community Colleges of Spokane (<http://athletics.spokane.edu/>).

Future Directions and Challenges

For Athletics

- Increase the number of women participating in intercollegiate athletics.
- Develop support systems that increase student retention and success, program completion, and graduation rates.
- Obtain alternative sources of funding to help offset rising cost.
- Create a plan to provide adequate, safe, and modern facilities.
- Broaden athletic opportunities based on the needs and interests of the student population.

For Recreational Sports

- Expand and improve recreational sports programs and facilities.
- Provide leadership positions for the development and supervision of recreational sports programs.
- Partner with instructional departments in providing recreational sports and physical activities that build lifelong skills and a healthy lifestyle.
- Provide more activities that meet the recreational interests and physical activity/wellness needs of students and community members.
- Promote other programs and activities that provide learning opportunities for other aspects of recreational sports activities such as weight control and discretion in the use of tobacco, alcohol, drugs, and other harmful substances.

Marco Azurdia, MA, is Vice President of Student Development at Wenatchee Valley College (mazurdia@wvc.edu).

Michael E. Lang, PhD, is the Vice President of Instruction/Student Services at Big Bend Community College (mikel@bigbend.edu).

References and Resources

Blumenthal, K. J. (2004, January). A valuable aspect of college and university life. *Recreation Management*. Retrieved September 1, 2007, from <http://www.recmanagement.com>

Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education*. (6th ed.). Washington, DC: Author.

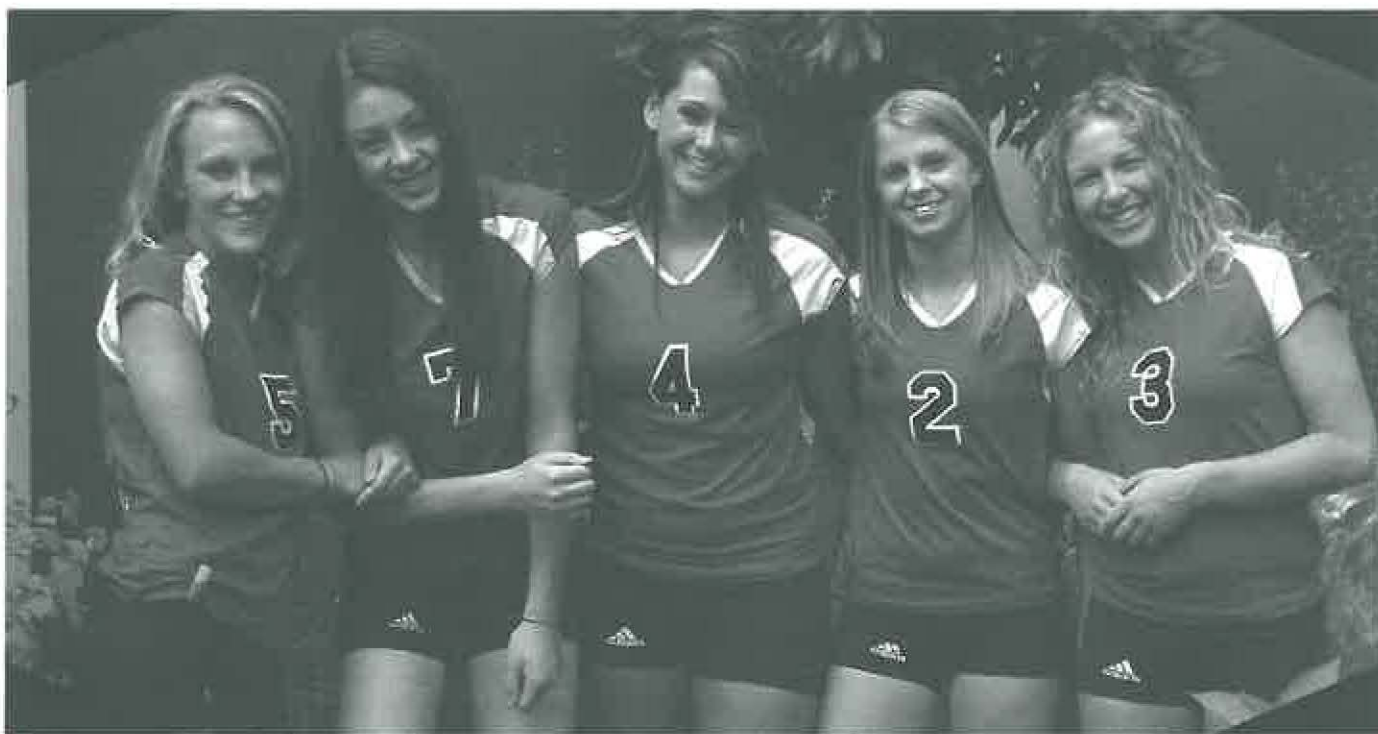
Council for the Advancement of Standards in Higher Education. (2006). *CAS recreational sports programs standards and guidelines self-assessment guide*. Washington, DC: Author.

Jensen, C., & Naylor, J. H. (2006). *Opportunities in recreational and leisure careers*. New York: McGraw-Hill.

Northwest Athletic Association of Community Colleges. (2007). *NWAACC Code Book*. Retrieved January 17, 2008, from http://www.nwaacc.org/nwaacc_documents/Code_Book_2007-08.pdf

Washington State Board for Community and Technical Colleges. (n.d.). *Athletics*. Retrieved January 17, 2008, from http://www.sbctc.ctc.edu/college/_s-athletics.aspx

Washington State Student Services Commission. (1988). *A student services manual: Directions and challenges*. Olympia, WA: Author.



11 International Student Services

BY PATRICK CAVENDISH

Mission

International student services promote the recruitment, retention, and successful completion of educational programs for students entering the United States from other countries on student visas. The international student services office fosters an inclusive climate on campus and helps international students adjust to life and study in the American environment. In all cases, services will include special social and cultural activities in addition to academic advising.

Services and Functions

International student services offices are responsible for compliance with U.S. government regulations concerning nonresident students on student visas and for ensuring the accuracy and current status of the college's SEVIS records. SEVIS, the Student and Exchange Visitor Information System, is the federal tracking system for international students.

Although the range of services may differ from college to college, international student services generally include

- recruitment of international students;
- development of electronic and print publications about the college directed at international students;
- admission of international students and issuance of the SEVIS I-20 form (Certificate of Eligibility), which enables the student to apply for a student visa and other required documents;
- housing for international students, generally in the homes of host families but sometimes also in dormitories;
- orientation for new students;
- advising and retention services, including transfer advising;
- arrangements for health insurance;
- assistance with life issues, such as those related to transportation, medical, and housing needs;
- evaluation of educational transcripts;
- on- and off-campus activities;
- support for international clubs and similar activities;
- initiatives to connect international students with the wider community;
- management of short-term special programs (e.g., summer groups).

Staffing and Organizational Structure

International student programs at Washington's community and technical colleges range from very small programs with perhaps 10 or 15 students to

extremely large programs with more than 1,000 students. Consequently, staffing and organization vary widely. In addition, international student offices may or may not have responsibilities connected with English as a Second Language (ESL) programs, visiting professors, study abroad, and other activities with international scope.

Staffing for basic functions should include a program director and staff members competent to admit and advise students and to maintain compliance with immigration regulations. Unless an outside entity manages international student housing, staffing will also be required for this function, and maintaining a successful host family program requires a considerable commitment of skill, effort, and dedication. Larger programs will require staff with special skills in marketing in very different regions around the world.

The complexity of immigration regulations and the sensitivity of the multicultural interactions, which are inseparable from this field, make it essential that international student services staff have special training and aptitude for this work.

At colleges with large programs, the director is usually a dean or a vice president. In other cases, the director will report to a dean or vice president. The exact alignment of international student services in organizational terms varies from college to college. In any case, the responsible manager will need to be an advocate for international students in the higher councils of the organization.

Physical Facilities

International student services offices should ideally be situated in a central location in order to promote inclusion of these students and validation of the program within the organization. Community and technical college campuses are sometimes called *commuter campuses*, but many international students spend most of the day on campus and, in any case, they do not generally have the off-campus social connections and resources enjoyed by resident students. Therefore, anything the international office can do to create inviting social spaces for these students will contribute greatly to their success in college. Most offices work hard to provide a friendly and welcoming environment, which must also include provision for confidential consultations: staff may deal with everything from problems with coursework to auto accidents, family tragedies, financial emergencies, and so on.

Quality Indicators

One quality indicator is international students' academic success. The college will want to monitor English-language proficiency and placement test scores in addition to completion and success rates. Some ways to ensure this success are by providing

- English-language training as needed;
- access to tutoring services;
- help in choosing the correct classes;
- strategies for attaining goals;
- information in a form that students can assimilate;
- assistance with host family problems;
- programs to monitor progress toward a degree or diploma.

In many colleges, maintaining a large international enrollment is an important goal. Even in smaller programs, maintaining consistency in enrollments is usually strongly desired. Because word of mouth is so important, the number of students and the trend up or down is often regarded as an indication of quality, although this is not necessarily so. There are many entirely external factors that may affect enrollment.

Colleges will lose their authorization to admit international students if they cannot maintain compliance with federal immigration regulations. However, complying with federal regulations while at the same time helping students succeed is not a mechanical process; it requires judgment and experience. One indicator of quality is the consistency of the SEVIS operation. Is the SEVIS operation running smoothly with the least possible number of surprises, help desk interventions, special processes, or serious issues?

In the current technical environment, the quality of online resources can also be evaluated. The Web site must be easy to use and adapted to second-language learners. It should be designed for students who have an imperfect understanding of the U.S. two-year college system and of American academic conventions and expectations.

Programs naturally try to obtain feedback from students whenever possible. International students are sometimes reluctant to express their needs or their views. That is one reason a welcoming environment is so important. Student surveys are often used to obtain valuable information on quality issues, but the surveys have to be carefully designed to maximize response rates.

Best Practices

International student services departments in Washington have a long history of assisting each other with information, advice, and training. The Association of Washington International Student Affairs (AWISA) has been filling this need for almost 30 years. Colleges are also searching for new ways to remain in easy communication with international students and to involve them with resident students and the campus community in general. Study Washington, the final example, is a joint endeavor to promote this state as a study destination. Community colleges in the state have partnered with other college offerings in Washington to create this association, which promotes the state as an excellent center for international student education (Study in the USA, n.d.).

Lake Washington Technical College: Using Technology to Enhance Communication with Students

Lake Washington Technical College has developed a very effective way of keeping in touch with international (and other) students through electronic media. One-page electronic newsletters are sent out about every two weeks using Microsoft Publisher, but in the body of the e-mail, not as attachments. A MySpace page, which can be viewed in different languages, contains information of all kinds, including event calendars and online advising and chat sessions. Finally, podcasting is used as a way of conveying presentations, workshops, and orientations at the student's convenience.

Pierce College: The English Conversation Partners Program

At Pierce College, the English Conversation Partners Program pairs nonnative English speakers with native English speakers for weekly conversation. Between 100 and 200 students take part in the program, which is based on a partnership with faculty members who involve their classes and design activities connected with course outcomes.

The program provides a forum for international students to practice their spoken English and learn more about American culture. American students acquire a greater interest in the global community, a wider knowledge of other cultures, and increased interest in academic opportunities such as study abroad programs and foreign language instruction.

Each quarter, an introductory social is held at the end of the second week. Students are assigned partners (generally in groups of two or three) for the quarter. The students arrange their own meeting times and places but must meet a minimum of one hour each week for the duration of the quarter.

Association of Washington International Student Affairs

The Association of Washington International Student Affairs (AWISA) dates back to the Iranian hostage crisis of 1979 when schools and colleges had to respond to the U.S. government's security measures and when hundreds of Iranian students were stranded in the state. AWISA organizes quarterly workshops at member colleges or schools, which include sessions on a wide range of topics including credential evaluation, advising issues, emergency response, intercultural communication, regulatory concerns, and host programs. This organization is truly appreciated by those working in international student services for its long-term consistency, its networking value, and its low-cost and hands-on approach (NAFSA: Association of International Educators, 2008).

Challenges

The greatest external challenges have to do with the increasing relative popularity of study abroad destinations other than the United States. Internally, the biggest challenges arise out of the need to integrate international students into campus life. This is not only for their benefit, but also meets international student programs' goals of providing cross-cultural interactions for American students. In this context, some of the chief challenges include

- developing programs to include international students in campus and community life and to make it easier for students to make social connections;
- assisting students who find difficulty adjusting to life in the United States, or simply to life on their own;
- encouraging all international students to take responsibility for their own progress and learn how to succeed in the U.S. academic system;
- diversifying the international student body to include more students from regions other than East and Southeast Asia;
- finding ways to enroll students from less affluent countries;
- maintaining the United States' status as an attractive study destination in an era of increased international competition for students, heightened international conflict, and visa restrictions;
- mitigating the consequences of international instability. In recent years, the Asian financial crisis of 1997–98; the September 11, 2001, attacks; and the 2003 Severe Acute Respiratory Syndrome (SARS) crisis have all impacted international student enrollment in the United States.

Future Directions

International student services have had time to recover from the aftermath of September 11, 2001. The SEVIS system has become increasingly easy to use, and colleges have learned how to meet the deadlines and protect the interests of their students. These improvements will continue into the future.

In the more competitive environment of recent years, colleges have improved their international student services and will continue to do so. Colleges are also accumulating a great deal of experience in the area of student integration.

Some salient directions for the future include

- further improvements in the quality and scope of international student services, already a hallmark of the two-year college system in this state;
- increased social, volunteering, and service-learning opportunities for international students;
- better use of international students as a knowledge resource for American students;
- integration of the SEVIS system into student advising.

Patrick Cavendish, PhD, is the Director of International Education at Pierce College (Pcavendi@pierce.ctc.edu).

References and Resources

Gooding, M., & Wood, M. (2007). *Finding your way: Navigational tools for international student and scholar advisers*. Washington, DC: NAFSA: Association of International Educators.

NAFSA: Association of International Educators. (2008, January 28). *AWISA: Association of Washington International Student Affairs*. Retrieved January 28, 2008, from http://www.region1.nafsa.org/AWISA/AWISA_index.htm

NAFSA: Association of International Educators. (2000). *The profession of foreign student advising*. [Brochure]. Washington, DC: Author.

NAFSA: Association of International Educators. (2001). *International student handbook: The essential guide to university study in the USA*. Washington, DC: Author.

Study in the USA. (n.d.). *Study Washington . . . endless opportunities in Washington State*. Retrieved January 17, 2008, from <http://www.studyusa.com/factsheets/studywashington.asp>



12 Lesbian, Gay, Bisexual, and Transgender Programs and Services

BY LAURA HEDGES, HEATHER KEAST, AND BARBARA J. WILLIAMSON

Mission

LGBT programs and services advocate, educate, and support a campus climate free from prejudice, bigotry, harassment, and violence. They help ensure equitable access to, and involvement in, all educational and campus programs and services. They also influence and support campus policies and procedures development regarding antidiscriminatory practices. LGBT students are those who are lesbian, gay, bisexual, and transgender, as well as those who are questioning (students questioning their sexual identity), intersex, and allied (students who are LGBT supporters).

Services and Functions

LGBT programs and services facilitate the development and implementation of supportive student success strategies. LGBT student development goals, like those for all students, facilitate student intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, healthy behaviors, apt career choices, and meaningful interpersonal relationships. To help students achieve these goals, LGBT programs and services also foster student leadership development, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals (Council for the Advancement of Standards in Higher Education [CAS], 2006).

The programs and services a college provides should be based on assessment of students' needs and the campus climate. Typical programs and services may include

- supporting students in the process of coming out;
- advising and assisting students in developing healthy LGBT relationships;
- providing educational programs to overcome homophobia, heterosexism, and heterocentrism;
- developing student and campus community awareness programs;
- providing crisis intervention;
- supporting students with specific gender identity needs;
- programming activities for LGBT students, such as Pink Proms;
- implementing the Safe Zone Program on campus.

Staffing and Organizational Structure

To respond to and adequately address LGBT student needs, institutions should create a separate unit within the college. If to do so is unfeasible, an LGBT unit/service should be included with one of the college's student services programs.

LGBT centers reaffirm a college's commitment to diversity and can help the college community in becoming more aware of the presence of LGBT members who often remain invisible and silent.

However, whether there is a separate unit/service or not, every student services program must be responsible for meeting the needs of LGBT students. This dedication can be incorporated into the mission and philosophy of programs such as a diversity and equity center or women's programs. Therefore, regardless of where LGBT services are housed, coordinated efforts to eliminate prejudicial behaviors should be made at an institution in all functional areas.

LGBT programs and services must be staffed by individuals who are sensitive to its mission and goals and qualified to accomplish them. Minimally, a program manager or director and staff member should be assigned. For the office to operate efficiently and successfully, program leaders should possess the necessary academic preparation, experience, abilities, professional interests, and competencies.

Physical Facilities

Facilities that foster a safe, accepting, and confidential physical and social environment are key to serving LGBT students. Access to private staff offices and meeting rooms are essential to provide individual and group meeting space that ensures confidentiality for students. Gender neutral restrooms that show respect toward, and ensure safety for, LGBT students demonstrate campus awareness and sensitivity.

Quality Indicators

LGBT programs and services must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage and support the achievement of those outcomes. Relevant and desirable outcomes include

- intellectual growth;
- effective communication;
- enhanced self-esteem;
- clarified values;
- apt career choices;
- leadership development;
- healthy behaviors;
- meaningful interpersonal relationships;
- growth in independence, collaboration, and social responsibility;

- satisfying and productive lifestyles;
- appreciation and valuing of diversity;
- realistic and achievable educational goals.

LGBT programs and services should be based on intentional, coherent, and theory- and knowledge-based learning and human development that responds to the needs of LGBT populations in order to promote institutional understanding of the concerns of LGBT students, faculty, and staff. Successful LGBT programs and services should educate other campus areas to be responsive to the unique concerns of LGBT students. Such programmatic success can be measured following the *CAS Professional Standards for Higher Education* (CAS, 2006) and by periodic climate surveys that show growth in acceptance, safety, visibility of services, and visibility of LGBT people. Student participation, retention, and program completion rates are key indicators of programmatic success.

Best Practices

A number of colleges around the state have implemented or are developing Safe Zone or Safe Space programs, which is an ongoing network of visible campus faculty/staff who identify openly as allies for LGBT people and concerns. Across the nation, many colleges and universities house LGBT centers. As yet, no Washington community or technical college has a designated center.

Several colleges, including Everett Community College and Spokane Falls Community College participate in the Safe Zone Project. Both Everett and Spokane Falls used executive-level leadership support to establish committees that focus specifically on issues of sexual orientation and gender identity. At Everett, the program, initiated in 1999, evolved into the Safe Zone Program. In fall 2004, the program migrated from the Student Activities Office to the Diversity and Equity Center, which embraced the inclusion of the LGBT programs and services and assigned the position of Gender Equity Specialist to provide programs and services.

Approximately one-half of Washington's community and technical colleges have student clubs that focus on LGBT issues and provide support for LGBT students. Some of the varied programs offered by these clubs are Links and Alliances Youth Conference, the Safe Zone Sticker Campaign, National Coming Out Day presentation, Pink Prom, LGBT Speaker Series, Gaypril/Day of Silence Events, Pride celebrations, and diversity training. These club efforts help to educate the campus communities; provide outreach to youth; plan and

publicize services, events, and issues of concern to the LGBT students; and sponsor events that meet educational, personal, physical and safety needs of LGBT students.

Challenges

LGBT youth have higher incidences of homelessness, suicide, substance abuse, and hate-motivated attacks. According to Gay, Lesbian, Bisexual, and Transgender Youth (2002)

- approximately 25% to 35% of homeless youth are gay or lesbian;
- approximately 25% to 30% of LGBT youth attempt suicide (six times more likely than heterosexual youth);
- 30% of gay and lesbian populations have problems with alcoholism (three times higher than adults who are not gay);
- 61% of gay and lesbian youth report verbal harassment and, of those, 46% report that they experience it daily.

Because LGBT students face many risk factors, student services support becomes even more vital. In fact, with visible support, students report they are less likely to hear homophobic remarks (57% compared to 75%), and LGBT students are less likely to miss school because they feel unsafe compared to other students (26% compared to 32%) (Gay-Straight Alliances, 2007).

LGBT programs and services must be provided on a fair and equitable basis, within the framework of each institution's antidiscrimination and sexual harassment policies, mission and goals, and commitment to inclusion and diversity. Because significant disparities exist in student participation and staffing patterns with regard to LGBT people, visibility becomes urgent. Knowing that "Not only do community colleges serve sexual minority students, they also serve their families, train their caregivers, and interact with their communities" (Ottenritter, 1998), college campuses must provide a warm, safe environment with adequate funding for programs and services. Failing to grasp this will mean that students will remain silenced and isolated—a huge loss of human potential and social contribution.

Addressing homophobia, transphobia, heterosexism, and heterocentrism must be strongly incorporated into the community and technical colleges' views of inclusivity. In doing so, community and technical college professionals will have the privilege of becoming challengers, leaders, and team players in eradicating all discrimination.

Future Directions

Newly forming campus LGBT programs and services have the opportunity to take a leadership role in opening campus doors to an underserved population. Giving voice to those silenced, standing up for and educating others in the face of adversity, and reaching out to raise new consciousness is the future direction that community and technical college campuses face today. While specific directions may vary, LGBT programs and services can proceed by

- including a focus on LGBT recruitment and retention efforts;
- finding innovative ways to welcome LGBT students;
- developing programs that will create safe and supportive learning environments;
- ensuring LGBT support and institutional commitment through such initiatives as Safe Zone Programs, LGBT centers, and student organizations;
- providing LGBT-specific activities and services, including diversity training;
- increasing the general student population's access to information through counseling, curriculum, and library resources;
- influencing and shaping institution-wide policies and practices, including LGBT campus safety concerns and gender neutral restrooms.

With increased institutional interest in diversity and inclusiveness comes the obligation to reach beyond convenience. LGBT centers and student services offices have a unique opportunity to change the landscape of their campuses and develop a paradigm for ensuring equity to the full spectrum of its diverse populations.

Laura Hedges, BA, is the Women's Services Manager and the Gender Equity Specialist in the Diversity and Equity Center at Everett Community College (lhedges@everettcc.edu).

Heather Keast, MFA, is an English instructor at Spokane Falls Community College (heatherk@spokanefalls.edu).

Barbara J. Williamson, PhD, is the Coordinator of Learning Communities and an instructor at Spokane Falls Community College (barbaraw@spokanefalls.edu).

References and Resources

Campus Pride. (n.d.). *Lead with pride*. Retrieved January 17, 2008, from <http://www.campuspride.org>

Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education*. (6th ed.). Washington, DC: Author.

Gay, Lesbian, and Straight Education Network. (2007). *Gay-straight alliances: Creating safer schools for LGBT students and their allies* (GLSEN Research Brief). Retrieved January 17, 2008, from http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/000/930-1.pdf

Gay, Lesbian, Bisexual, and Transgender Youth: Breaking the Silence. (2002). Burlingame, CA: California Teachers Association/National Education Association.

Milligan, J. (1998). *Critical pedagogy: Socially responsible teaching for the rural community college*. Washington, DC: American Association of Community Colleges.

Ottenritter, N. (1998). The courage to care: Addressing sexual minority issues on campus [Electronic version]. *Removing Vestiges*, 1, 13–20.



13 Multicultural Services

BY JO ANDERSON, NATASHA BURROWES, AGNES B. STEWARD, AND TINA YOUNG

Mission

Multicultural services promote access, student success, and equity by identifying and providing support systems for students, staff, faculty, and communities of color.

Services and Functions

Multicultural services have become increasingly essential to student success on community college campuses. A 2006 Community College Research Center study on community college effectiveness found that institutions that have targeted support and retention services for students of color within inclusive campus environments are much more successful in helping students graduate or transfer to baccalaureate programs (Jenkins, 2006).

The following services and functions reflect a broad range of institutional offerings for students of color and align services to best support institutional vision, mission, and strategic plan.

Direct Student Services

Services for students of color could include

- collaborating with campus departments to recruit, retain, and support goal attainment for students of color;
- providing academic, career, and personal advising services;
- referring and connecting students to campus and community services;
- providing a center that serves as a focal point for services;
- advising and supporting ethnic clubs;
- coordinating leadership development activities;
- teaching classes on diversity and multicultural student success;
- facilitating mentorship networks;
- participating in the statewide Students of Color Conference.

Multicultural Services Impact on Campus

Multicultural services can have an impact on the campus climate by

- influencing institutional policy, procedures, and programs with regard to multiculturalism, diversity, and equity;
- promoting cultural awareness through multicultural education and programming;
- providing leadership in the hiring of faculty and staff of color;
- developing collaborative partnerships with community organizations.

Multicultural Resources to Campus

Multicultural services can contribute to the campus by

- providing professional development to enhance cultural competency;

- supporting multicultural curriculum development;
- disseminating relevant diversity information.

Staffing and Organizational Structure

Staffing

Multicultural services require a professional staff that typically includes a director and sufficient staff resources. Ideally, staff members reflect ethnic and cultural diversity and possess multicultural knowledge, awareness, and skills. To ensure institutional accountability for campuswide diversity initiatives, it is essential that the reporting structure for multicultural services directors be placed appropriately within campus governance so they can effectively access campus resources and relationships to perform successfully.

Funding

In addition to state operating funds, the state community and technical college system receives minority enhancement dollars. Allocation of these funds is based on the college's reported students of color population.

Professional Development and Affiliations

In addition to other professional development activities, multicultural services professionals form the Multicultural Student Services Directors Council (MSSDC), a council of the Washington State Student Services Commission (WSSSC). In addition to quarterly meetings and related professional development activities, the MSSDC sponsors an annual statewide Students of Color Conference for students within the community and technical college system.

Physical Facilities

In order to provide greater exposure for students and emphasize the importance of diversity on campus, multicultural services offices should be placed in a visible and accessible area that also provides confidentiality and privacy. Ideally, multicultural services offices are near key campus activities or in proximity to other student services and programs.

Within the community and technical college system there has been a trend to develop multicultural and diversity centers that create social and cocurricular space for service to students of color. These accessible spaces have been instrumental in creating a campus climate for inclusiveness and critical thought around issues of multiculturalism and diversity. A diversity center enhances the

recruitment and retention of students of color and also builds student communities on campus.

Quality Indicators

In 2004 the Washington State Board for Community and Technical Colleges in collaboration with the MSSDC developed the "Framework for Diversity Assessment and Planning for Students of Color" (Washington State Board for Community and Technical Colleges, 2004) to provide campuses with a tool to assess efforts and establish benchmarks in promoting and supporting the academic achievement of students of color.

Eight major categories were developed for assessment: access; student progression and achievement; student goal attainment and completion; hiring and retaining staff, faculty, and administrators of color; instruction; student services; institutional/administration; and physical environments. Subcategories were created to refine the purpose of the categories and suggest questions or issues that might be considered in examining these arenas. For example, under the "Access for Students of Color" category, a subcategory is "Student Enrollment" and an issue that could be considered concerns proportional representation within the college's service area. Specific demographic data could then be collected and analyzed to establish benchmarks.

The framework approaches diversity planning by using data gathered from the institution's external and internal environment. Though this approach has a strong quantitative focus, qualitative information can also be collected to provide additional information that can inform outcomes and analysis. Qualitative data can be particularly useful in accounting for progress made to date in terms of existing programs, activities, systems, and milestones.

Best Practices

Multicultural services across the state practice a wide range of effective programs and services. It is integral to provide programs and services that specifically address the needs of students of color. Outcomes include increased levels of identity development, leadership skills, connection to campus and community resources, academic success and retention, and college preparedness. Here is a selection of best practices.

Washington State Annual Students of Color Conference (SOCC)

Sponsored by MSSDC, the SOCC has brought together 500 to 600 participants annually for more than 17 years. Most are students of color who are emerging leaders on community and technical college campuses. Over the years, the conference has evolved to provide students with key concepts of identity development, leadership skills, and resources students of color need in order to persist and achieve academic and career success. The conference workshops are organized around a multicultural competency framework (Arredondo, 1999) to shape and direct learning experiences for students.

Multicultural College Success Seminar

The Multicultural College Success Seminar is an interactive all-day retention event put on by Multicultural Services and Instruction at Highline Community College. It provides students of color new to the institution with an opportunity to connect with other new and returning students, learn more about campus resources, meet college staff and faculty, develop success strategies, and strengthen leadership skills. This program has contributed to the success and retention of students of color at the college.

Students of Color Leadership Institute

Seattle Central Community College's Office of Multicultural Initiatives offers the Students of Color Leadership Institute. The interactive all-day event provides students of color new to the institution with an opportunity to connect with other new and returning students. They learn more about campus resources, meet college staff and faculty, develop success strategies, and learn leadership skills. This program has shown to increase student of color retention at the college.

Champions of Diversity

Skagit Valley College's Multicultural Student Services honors high school students from Skagit, San Juan, and Island counties for their contributions to diversity on their campuses and in their communities. The Champions of Diversity awards ceremony is held on the Skagit Valley College campus to recognize these young multicultural leaders and scholarships are awarded for students to attend state colleges and universities.

Asian American, African American, Latino American, and Native American students. The concept of multiculturalism is evolving to be inclusive of other oppressed groups beyond race and ethnicity. With this shift, services have expanded to other marginalized students which include, but are not limited to, LGBT students, immigrant students, female students, low-income students, and students with disabilities. While multicultural services professionals have been working to meet the needs of this increase of diverse student communities, they have also felt the effects of the recent passage of anti affirmative action laws and related policies in Washington State; these have negatively impacted funding that once provided targeted services to students of color. With diminishing resources, increasing responsibilities, and legislative actions, the challenge is to continue to provide quality services to diverse students.

Future Directions

With the challenge of limited funding and the need to serve increasingly diverse student populations, many campuses are looking to multicultural services for solutions. Multicultural services are not only providing direct services to students, but also taking leadership roles in institutional diversity and student retention efforts. Representation of these issues at an executive level will provide campuses with more accountability in creating institutional policies, procedures, and initiatives that are responsive to the needs of diverse students.

As a result of this increased leadership, multicultural services professionals can help move diversity and multiculturalism to the center of campus administration, where they can not only become an institutional value, but also an institutional practice. Looking toward the future with this shift, multicultural services offices will hold a broader range of responsibilities, see more of a demand for data collection and assessment, and see an increase in campus support for diversity/cultural centers. As such, it is critical that institutions are responsive to these trends and provide resources, space, and staff to provide excellent services.

Challenges

In its formative years, multicultural services focused on the recruitment, retention, and graduation of

Jo Anderson, MPA, is the Director of the Office of Diversity and Retention at South Seattle Community College (janderson@sccd.ctc.edu).

Natasha Burrowes, BA, is the Assistant Director of Student Programs and Diversity at Highline Community College (Nburrowe@highline.edu).

Agnes B. Steward, MEd, is the Assistant Director for Student Development at Pierce College (asteward@pierce.ctc.edu).

Tina Young, MEd, is the Director of the Office of Multicultural Initiatives at Seattle Central Community College (tyoung@sccd.ctc.edu).

References and Resources

Arredondo, P. (1999). Multicultural counseling competencies as tools to address oppression and racism. *Journal of Counseling and Development*, 77, 102–107.

Jenkins, D. (2006). *What community college management practices are effective in promoting student success? A study of high- and low-impact institutions*. Retrieved January 18, 2008, from Columbia University, Teachers College, Community College Research Center Web site: <http://ccrc.tc.columbia.edu/Publication.asp?UID=419>

Washington State Board for Community and Technical Colleges. (2004). *Framework for diversity assessment and planning for students of color*. Retrieved January 18, 2008, from <http://www.sbctc.ctc.edu/College/studentvcs/DiversityAssessmentFramework2005.pdf>



14 Online Student Services

BY KAYERI AKWEKS AND RICHARD L. MACLENNAN

Mission

Online student services use the Internet to deliver integrated student services designed from the student's point of view. The services are customized and personalized for each student and integrate the student's college life path in an immediate, comprehensive, and interactive methodology to ensure the student understands college opportunities and requirements. Irrespective of time or place, these services provide access to all students. Quality online student services serve to attract and retain students, enhancing their relationships with their institutions.

Services and Functions

According to the Northwest Commission on Colleges and Universities, member institutions are required to provide “. . . essential support services for students, regardless of where or how enrolled and by whatever means educational programs are offered” (p. 51). Increased demand for access to online instruction and increasing consumer interest in online services has driven colleges and the Washington State Board for Community and Technical Colleges (SBCTC) to engage in purposeful planning and development of a wide range of Internet-based services.

Best practices for these services allows each online function to integrate and interact together within a Internet-based platform that allows data to build over time and create an increasingly all-embracing relationship with the student. However, current online services vary widely across the community and technical college system, and colleges provide varying levels and types of access. The Center for Transforming Student Services (CENTSS) defines hierarchical stages of online services that provide a useful framework to audit and evaluate Internet-based services:

Stage One is an information-only set of static Web pages for most services where visitors to the Web site have an opportunity to read about available services.

Stage Two adds interactive forms, self-assessment tools, and e-mail capability, allowing students to use the Web site as a communication tool for getting assistance from staff.

Stage Three provides some personalized services, establishing a one-on-one relationship with students. Here, students can access their records and customize the display information on their personal home pages.

Stage Four uses Web portals to establish communities of interest and to build an ongoing relationship between students and the institution.

Stage Five harnesses the power of the Internet to integrate services and use of artificial intelligence.

Most colleges provide online access to core services such as admissions, registration, and records. Many colleges are providing both traditional and

online learners access to other support services such as academic advising, counseling, tutoring, career development, and library services (CENNTS, 2008).

Staffing and Organizational Structure

Numerous organizational structures work according to the size and scope of the colleges offering online services. Coordination and support for learning and related student services need to be provided by a coordinated administrative team that includes multiple areas of service across each campus. These functions may be supported with an instructional designer and Web master who provide support for course design, Web usability, and student services progress processes that are relevant to online services.

Modularized software maintained by vendors via the Internet, such as contracted online tutoring services, assist college efforts in providing Internet services. Typical services purchased through vendors become suites of functions that require on-campus integration. Technical support for students, staff, and faculty may be addressed through vendor support or reside within the campus community. Other key roles that support learning and student support services may include Web developers, Net environment programmers, online database developers, and content experts/managers. At some colleges, student services units include Internet services and/or information and technology staff designated to support the development and provision of online student services.

Physical Facilities

Students want wide access to online services within and away from their campus environments 24–7. Increasingly, student services are being designed to support hybrid services combining Web-based features alongside traditional access to student services staff. This provides students greater and more immediate access to services, as well as the knowledge that if they run into difficulty or have questions, staff will be able to provide assistance and/or a greater level of service.

While not experienced by students within a physical environment, students who use online services have high expectations regarding their quality, comfort, and appearance—expectations that imply a level planning and development similar to that for physical structures and environments.

Quality Indicators

There are numerous quality indicators that could assist in the development of online student services; meeting students' expectations about their online experience is a good starting point. Annual surveys, such as the E-Expectations survey for high school graduates and the Educause Center for Applied Research (ECAR) Study of Undergraduate Students and Information Technology, are useful for providing information about student expectations, as well as the tools and Web sites they are accessing.

Students are increasingly aware of the types of services that should be available to them in a college online environment; and they do not understand why, nor are they forgiving when, colleges do not have the electronic services they expect to see.

Best Practices

While there are many good examples of online services within the Washington community and technical college system, quality of, and student access to, online services are uneven from institution to institution. Some examples of best practice are found in

- addressing how colleges use technology today and how colleges may use technology in the future;
- providing discipline to move forward as a system, in common agreement about future technology solutions;
- describing what technology governance model and decision-making processes are needed to support this vision;
- fostering and leveraging innovation among colleges and across the system;
- exploring what the system's core technical competencies are and what should be purchased and/or outsourced;
- prioritizing what will and will not be done systemwide with technology;
- creating technology efficiencies through systemwide planning;
- knocking down any barriers that prevent students, faculty, and staff from accessing the technologies they need to learn, teach, and work.

Because of substantial systemwide interest in improving online student services, the Washington State Student Services Commission remains actively engaged in this process.

Challenges

The challenge of viewing student services through an online lens and deciding where to focus attention can be helped by using a structured guide, such as these excerpted sample questions from *Educause Quarterly*:

Is the student's experience with the institution seamless and easy from initial inquiry and contact through issuance of final grade or degree? (Lane-Maher & Ashar, 2001, p. 29)

Can students completely service themselves online? Can they

- Obtain content and descriptions of academic programs, schedules, and services
- Submit admission and financial aid applications
- Register for courses and programs
- Order and receive textbooks and materials
- Pay tuition and fees
- Obtain grades
- Communicate with faculty and administrative staff

If students encounter problems with any of these transactions, can they interact with someone 24 hours a day from anywhere? (Lane-Maher & Ashar, 2001, p. 30)

Does the institution's Web site act as one of the most visited *front doors* to the college offering an ongoing and increasingly responsive relationship with the student? This relationship would include content management and other value-added information that recognizes the student and seeks to be helpful to the student's individual pathway and allows a continuous process to enhance the communities of learners (past and present, anywhere, anytime) (Lane-Maher & Ashar, 2001).

Successful colleges in the online service arena will be able to acquire staff members that have the talent to help their institutions maximize Internet-based services to their utmost potential by keeping pace with student demand and conveying complex services and programs in relatively simple and accessible terms. They will need to find ways to leverage the advantages and efficiencies of online services to continually increase the quality of student services—integrating both online and in-person functionality. And lastly, colleges will need to have processes in place to provide frequent assessment of their online programs and services, and use the information from those assessments to make changes.



Future Directions

A long-term goal for online student services is that all students (regardless of location or time) will be able to access state-of-the-art functions that make their college pathway clearly sensible and allows them processes to make informed decisions at critical junctures. There is much activity underway in the Washington community and technical college system to develop the infrastructure and applications necessary to allow data housed in the Student Management System (SMS) to interact with Internet-based student facing applications, such as online scheduling, advising, degree audit, transfer planning, financial aid funds disbursement, and more.

The goal of Washington community and technical colleges is to have a technology system for online student services that is learner-centric, robust, adaptable, and affordable. Its Internet-based platform will enable straightforward deployment of useful applications and services for students, faculty, staff, and administrators. The most relevant goal is one of progress and integration of new technologies into online student services offerings.

Kayeri Akweks, MEd, is the Online Student Services Manager at the Washington State Board for Community and Technical Colleges (kakweks@sbctc.edu).

Richard L. MacLennan, EdD, is the Vice President of Student Services at Olympic College (maclelland@oc.ctc.edu).

References and Resources

Center for Transforming Student Services. (2008). *CENTSS Quality Indicators*. Retrieved February 1, 2008, from <http://www.centss.org>

Lane-Maher, M., & Ashar, H. (2001). Students.edu: Guidelines for online education programs. *Educause Quarterly Magazine*, 24(1), 26–31.

Northwest Commission on Colleges and Universities. (2003). *Accreditation handbook*. Redmond, WA: Author. Retrieved February 15, 2008, from <http://www.nwccu.org/Pubs%20Forms%20and%20Updates/Publications/Publications.htm>

Prensky, M. (2001, October). Digital natives, digital immigrants [Electronic version]. *On the Horizon*, 9(5). Retrieved February 1, 2008, from http://pre2005.flexiblelearning.net.au/projects/resources/Digital_Natives_Digital_Immigrants.pdf

Shea, P., & Armitage, S. (2003). *Beyond the administrative core: Creating Web-based student services for online learners*. Retrieved February 1, 2008, from <http://wcet.info/services/student-services/beyond/index.asp>

Slimp, M., & Adams, J. (Eds.). (n.d.). Online student support services: *A best practices monograph*. Retrieved February 1, 2008, from <http://www.onlinestudentsupport.org/Monograph/>

Washington State Board for Community and Technical Colleges. (n.d.). *Elearning student reports – FTE*. Retrieved January 29, 2008, from http://www.sbctc.ctc.edu/college/d_elearning.aspx

Resources on the Internet

The following resources focus on student services online as a broad category. Links provide more in-depth information on individual services.

Center for Transforming Student Services: <http://www.centss.org>

E-Expectations: Class of 2007™ Senior Edition: <https://www.noellevitz.com/Papers+and+Research/Papers+and+Reports/ResearchLibrary/E-Expectations.htm>

The ECAR Study of Undergraduate Students and Information Technology, 2007: <http://connect.educause.edu/library/abstract/TheECARStudyofUnderg/45075>

Innovation in Student Services: Planning for Models Blending High Touch/High Tech: <http://www.scup.org/pubs/books/iss.html>

Online Student Support Services: A Best Practices Monograph: <http://www.onlinestudentsupport.org/Monograph/>

Regional Accrediting Agency Documents on Electronically Offered Degree and Certificate Programs: <http://wcet.info/resources/accreditation/>

The Sloan Consortium: Effective Practices in Student Satisfaction: <http://www.sloan-c.org/effective/SortByStudentSat.asp>

Western Cooperative for Educational Telecommunications (WCET) Learning Anytime Anywhere Partnerships (LAAP) Project. Beyond the Administrative Core: Creating Web-Based Student Services for Online Learners: <http://wcet.info/services/student-services/beyond/>

For more information on these and other current online student services resources, visit the SBCTC's Student Services Web page: http://www.sbctc.ctc.edu/college/s_index.aspx



15 Student Financial Aid Services

BY TERRI JOHNSON AND SUZANNE SCHELDT

Mission

The mission of student financial aid services is to support students by removing financial barriers, thereby assisting them in achieving their educational goals.

Services and Functions

The primary function of student financial aid services is to manage and disburse federal, state, private, and institutional funds in compliance with all applicable rules and regulations. Within that framework, core services and essential functions include

- providing fair and equitable services to all students requesting financial aid support, so any eligible individual can benefit from federal and state financial assistance;
- ensuring that financial aid funds are administered with the highest fiduciary responsibility;
- committing to the highest level of ethical behavior and professionalism through established standards of conduct;
- disbursing aid funds and monitoring satisfactory academic progress toward completion of degrees or certificates;
- completing required reports and maintaining auditable records for all programs and activities of the office;
- administering private scholarships and grants consistent with the intent of the donors;
- working collaboratively with the college community to ensure that financial aid objectives are complementary to the mission and goals of the college and student services programs;
- reviewing pending federal and state legislation relative to their potential impact on the students aid programs and implementing regulatory changes;
- encouraging students to plan for postsecondary education by providing financial aid guidance for students and their parents and families through public information sessions and individual counseling;
- educating students and families through quality consumer information materials, and helping students understand the materials and the application process;
- promoting professional development and continuing education opportunities for financial aid staff.

Staffing and Organizational Structure

Financial aid services are essential components of student services. Traditionally, the director/dean of financial aid reports to the chief student services administrator for the campus. Staffing levels vary among colleges, driven by division budgets, enrollment levels, and the average number of students applying for assistance from the aid programs. There continues to be a consistently heavy workload in all aid offices due to additional federal and state mandates, the complexities of administering the aid programs, and an annual increase in financial aid applicants.

Financial aid staff members work in an intense and demanding environment, requiring excellent conflict management and customer service skills. Staff members must have the highest levels of ethical behavior and integrity to ensure that aid programs are managed and implemented in a fair, equitable manner and that awards are made within approved regulatory guidelines. The financial aid office requires professional staffing at all levels, with members who have solid analytical and technical skills.

Confidentiality and fiscal considerations demand only permanent staff members handle materials used to determine eligibility and awards. Attention must be given to ensure that an adequate level of support staff is available to prevent student employees from being used inappropriately during heavy workload periods. Financial aid administrators must have a strong working knowledge of the Title IV programs, federal needs analysis methodology, and state statutes and laws that govern the aid programs. Fiscal accountability requires expertise in budget analysis and the ability to examine and use expenditure/accounting reporting tools to effectively administer the student financial aid programs.

Computerized systems are critical to the overall operation of student financial aid services. It is essential that all staff members be proficient in the use of database management, software systems, and Web-based programs for the timely processing of student data and applications. Technological advances have made monitoring student data and awarding aid more efficient, however, the addition of new grant and special funding programs generates considerable labor-intensive work for staff. Professional development and training in systems and database management is provided primarily by the Center for Information Services (CIS), which supports Washington's community and technical colleges; the U.S. Department of Education (DOE);

the Washington Higher Education Coordinating Board (HECB); and the Washington State Board for Community and Technical Colleges (SBCTC).

The Financial Aid Council (FAC) is a subcommission of the Washington State Student Services Commission (WSSSC). Financial aid administrators and professional staff are also members of the Washington Financial Aid Association (WFAA), a statewide organization for both two- and four-year, public and private institutions.

Physical Facilities

The protection of student privacy, data, and confidentiality is of paramount consideration for student financial aid services. This requires private work spaces be included in the financial aid area as well as a reception area to answer general questions, share information with students and families, and provide application assistance.

Colleges vary in how offices are incorporated within the student services division and in relation to other campus departments. Many provide a service environment convenient for students while promoting campus collaboration by placing key offices in proximity to one another, especially ones that interact with financial aid, including cashier/business office, admissions/registration, academic advising, and workforce programs.

Quality Indicators

Financial aid services follow strict compliance standards mandated by federal and state laws and regulations. Fiscal responsibility is principal to all the functions and services provided by the offices. Annual fiscal reports on expenditures of funds are required and future funding levels are dependent upon their timely and accurate completion. Mandatory federal and state audits are used as benchmarks in determining a college's effectiveness in the administration of the aid programs.

Policy and procedures manuals, satisfactory academic progress standards, and consumer information materials are standard information and guidance documents required of financial aid. These documents ensure transparency in the administration of the student financial aid programs and provide accurate, unbiased information to students and their families.

Financial aid staff members demonstrate their commitment to students and their families by providing services that do not discriminate on the

basis of race, sex, ethnicity, sexual orientation, religion, disability, age, or economic status, and by respecting the dignity and privacy of student records and personal information.

Best Practices

Financial aid staff members are committed to delivering services to students in a responsive and efficient manner and to develop and participate in early awareness activities that help precollege students navigate the financial aid application processes and procedures. The following practices have been implemented statewide to help staff members comply with the regulatory requirements of the aid programs, understand current information on policy issues and program implementation, and resolve technology issues:

Financial Aid System Technology Team

The Financial Aid System Technology (FAST) team is a subcommittee of the Financial Aid Council (FAC). The purpose of FAST is (1) to facilitate through meetings, workshops, specially designed training sessions, and other means, the consideration of common technical financial aid system problems and solutions for FAC and other Center for Information Services (CIS) users groups; (2) to consult with and advise other CIS user groups and FAC as appropriate on matters relevant to interfacing financial aid software with other systems, such as student management, financial management, payroll/personnel management, production management, cashing, etc.; and (3) to respond to requests from other user groups (Center for Information Services, n.d.).

State Need Grant and State Work Study Work Groups

The State Need Grant and State Work Study work groups are committees initiated by the Higher Education Coordinating Board (HECB) and the student financial aid community to discuss policy and implementation procedures, provide feedback, recommend changes, and establish future priorities for the state student aid programs. Committee membership includes representation from financial aid staff members from all sectors (public, private, and proprietary colleges), HECB, the SBCTC, and legislative liaisons (Washington State Board for Community and Technical Colleges, n.d.).

College Goal Sunday

Community and technical colleges statewide participate in a national, early awareness program to help students gain access to college. College

Goal Sunday is a free, on-site program that helps students and families complete the Free Application for Federal Student Aid (FAFSA), ask questions about student financial aid processes, and receive help accessing the resources needed to get into college. In Washington State, 14 sites host the event in January of each year. Financial aid staff members volunteer at their local sites (National Association of Student Financial Aid Administrators, n.d.).

Challenges

Financial aid continues to be a complex and challenging area to administer due to enrollment challenges within the community and technical college system, increasing demands for faster and more personalized consideration of students' unique financial needs, and growing public insistence for detailed accountability of the student aid programs. Financial aid offices must serve three primary constituents: students; federal and state program requirements; and institutional goals. These can sometimes be in conflict, creating tensions that further complicate the work of the office and affect service to one of the constituents.

Financial aid delivery systems have advanced in technology and electronic processes, requiring fewer forms and providing faster application processing for students. It is critical that the core applications of financial aid delivery supported by CIS are keeping pace with technological advances and are able to facilitate the adoption of emergent technologies that are forthcoming in the field.

New grant and special funding programs including Opportunity Grants, Academic Competitiveness Grants, Passport to College Promise, and other expected pilot projects have provided much-needed aid funds for students, but due to unique eligibility and reporting criteria have also increased the manual workload of financial aid staff to implement these programs. As the programs and services increase, staffing and workload continue to be a concern in many student financial aid offices given the additional fiduciary and reporting requirements.

Future Directions

FAC has set several priorities for the future. Financial aid administrators will work collaboratively with appropriate constituent groups, such as CIS, WSSSC, HECB, SBCTC, and campus departments to

- increase online access to financial aid award processes and student support;
- continually plan, develop, and implement technology to make financial aid more accessible, efficient, and student centered;
- automate the Satisfactory Academic Progress, Attendance Verification, and Refund processes;
- automate data gathering for the Department of Education Return of Title IV Funds process;
- ensure that fellow professional student services administrators and stakeholders are aware and educated to current trends and policies that impact the overall provision of financial aid services;
- ensure that staff positions are classified correctly to reflect work expectations and responsibilities.



Terri Johnson, BA, is Director of Financial Aid at Walla Walla Community College (terri.johnson@wwcc.edu).

Suzanne Scheldt, BA, is the Director of Student Financial Aid Services at North Seattle Community College (sscheldt@sccd.ctc.edu).

References and Resources

Center for Information Services (CIS). (n.d.). *Financial Aid System*. Retrieved January 17, 2008, from <http://www.cis.ctc.edu/pub/fashome.htm>

National Association of Student Financial Aid Administrators (NASFAA). (n.d.). *College Goal Sunday*. Retrieved January 17, 2008, from <http://www.collegegoalsundaywa.org>

Revised Code of Washington. (n.d.). *State work-study program (formerly college work-study program)*. RCW 28B.12. Retrieved January 17, 2008, from <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.12>

Revised Code of Washington. (n.d.). *State student financial aid program*. RCW 28B.92. Retrieved January 17, 2008, from <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.92>

U.S. Department of Education. (n.d.). *Code of Federal Regulations* (Title 34: Education, Part 668—Student Assistance General Provisions). Retrieved January 17, 2008, from the Financial Aid Professionals (IFAP) Library: <http://www.ifap.ed.gov>

U.S. Department of Education. (2007). *2007–2008 Federal Student Aid Handbook*. Retrieved January 17, 2008, from the Financial Aid Professionals (IFAP) Library: <http://www.ifap.ed.gov>

U.S. Department of Education. (n.d.). *Audit Guidance 2007–2008*. Retrieved January 17, 2008, from the Financial Aid Professionals (IFAP) Library: <http://www.ifap.ed.gov>

U.S. Department of Education. (2005). *The Blue Book*. Retrieved January 17, 2008, from the Financial Aid Professionals (IFAP) Library: <http://www.ifap.ed.gov>

Washington Administrative Code. (n.d.). *State student financial aid program—need grant and the federal program for state student incentive grant program title 45, code of federal regulations chapter 1, part 192*. WAC 250-20. Retrieved January 17, 2008, from <http://apps.leg.wa.gov/WAC/default.aspx?cite=250-20>

Washington Administrative Code. (n.d.). *State work-study program*. WAC 250-40. Retrieved January 17, 2008, from <http://apps.leg.wa.gov/WAC/default.aspx?cite=250-40>

Washington State Board for Community and Technical Colleges. (n.d.). *Financial Aid Council (FAC)*. Retrieved January 17, 2008, from http://www.sbctc.ctc.edu/college/_g-wssscfinancialaid.aspx

Resources on the Internet

Center for Information Services (CIS): <http://www.cis.ctc.edu/index.html>

College Goal Sunday: <http://www.collegegoalsundaywa.org>

Financial Aid Council (FAC): http://www.sbctc.ctc.edu/college/_g-wssscfinancialaid.aspx

National Association of Student Financial Aid Administrators (NASFAA): <http://www.nasfaa.org>

Washington Financial Aid Association (WFAA): <http://www.wfaa.org>

Washington Higher Education Coordinating Board (HECB): <http://www.hecb.wa.gov>

Washington State Board for Community and Technical Colleges (SBCTC): <http://www.sbctc.ctc.edu>

Washington State Student Services Commission (WSSSC): http://www.sbctc.ctc.edu/college/_g-studentsvcscmm.aspx

16 Student Learning Outcomes and Assessment

BY SUSAN MANCUSO

Introduction

Student services offices initially treaded softly and are now embracing the process of using student learning outcomes to guide the way they plan, implement, and assess their services and programs. While assessment is defined as “any effort to gather, analyze, and interpret evidence which describes institutional, divisional or agency effectiveness” (Upcraft & Schuh, 1996), the focus here is more specifically on the development of *student learning outcomes*, followed by a discussion of *student learning outcomes assessments* that determine the extent to which students have learned what is intended from the services provided by student services. This is distinct from the more general term *outcomes assessment*, which refers to varied outcomes, such as retention, number of attendees at an event, or satisfaction.

Washington and National Context

Washington community and technical colleges began to explore the idea of student learning outcomes and assessment in the mid-1980s under a pending concern that the legislature would impose a statewide assessment system on community colleges. In 1989, the Washington Higher Education Coordinating Board (HECB) endorsed a Student Outcomes Plan developed by the Washington State Board for Community and Technical Colleges (SBCTC), which was developed with extensive input from college presidents and the Washington State Student Services and Instruction commissions. Following this endorsement, legislative funding was provided for each community college to undertake local planning and implementation of student learning and institutional assessment activities.

Colleges slowly initiated faculty and staff conversations about student learning outcomes expected from graduates of their institutions, and in the past decade, student services on several campuses launched planning processes to identify intended student learning outcomes to be gained as a result of students engaging with various student services, along with corollary assessment strategies. A larger context of this work with student learning outcomes is *System Direction* (2006), a document written by the State Board for Community and Technical Colleges (SBCTC) that identifies three broad goals to guide the community college system over the next 10 years. Two common themes in the document are “produce better education” (p. 7) and “improve academic achievement for all students” (p. 7). Given these themes, student services is appropriately situating itself as a key force in directly fostering student learning.

Nationally, there has been a parallel process. Particularly in the past few years, expectations for student services in community colleges has evolved from a prime focus on offering services to also urging the intentional infusion of learning in those services. In 1996 the American College Personnel Association (ACPA) published *The Student Learning Imperative*, a seminal document

that encouraged student services professionals to be purposeful about creating conditions that enhance student learning. The primary, and initially radical, assumption underlying the document is, “if learning is the primary measure of institutional productivity by which the quality of undergraduate education is determined, what and how much students learn also must be the criteria by which the value of student affairs is judged” (Schroeder, 1996, p. 120).

More recently, the publications *Learning Reconsidered: A Campus-Wide Focus on the Student Experience* (Keeling, 2004) and *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience* (Keeling, 2006) emphasized the central role that student services plays in student learning and described ways in which student services positively impacts student learning. Statewide and nationally, these three documents have dramatically shifted campus conversations among student services staff to address effectiveness not only as student access, student success, and retention, but also as student learning.

Quality Indicators and Best Practices in Student Learning Outcomes and Assessment

The degree to which student learning outcomes are explicitly embedded in the work of student services in our community colleges in this state varies widely. Yet, in common are basic conceptual understandings, such as defining learning outcomes as statements that specifically address what we want the end result of our effort, service, or program to be. More explicitly, what do we want students to learn—to know, think, and be able to do—as a result of engaging with a student service or program. In addition, most community colleges recognize that identifying learning outcomes and using them to guide student services is one step in a larger assessment cycle in which we ask questions such as these posed by Bresciani, Zelna, and Anderson (2004):

- What are we trying to do and why are we doing it?
- What do we expect the student to know or do as a result of the service or program?
- How well are we doing?
- How do we know?
- How do we use the information to improve?

The process to articulate student learning outcomes and identify assessment strategies has been

reported by the community colleges as inspiring, though sometimes arduous. To facilitate the process, often consultants have been hired; national student services standards have been referenced, such as the CAS standards (Council for the Advancement of Standards in Higher Education, 2006); and a series of retreats have been implemented across all of student services. These processes address the first two questions posed by Bresciani et al. (2004). However, few of the community and technical colleges have arrived at the stage in a student learning outcomes assessment process in which they have systematically gathered and analyzed data (usually from students), which has subsequently lead to implementing improved services to enhance student learning.

Washington community and technical colleges are attentive to factors that constitute effective integration of student learning outcomes and assessment into student services. While there are a number of quality standards pertaining to higher education assessment (Banta, Lund, Black, & Oblander, 1996; Blimling & Whitt, 1999; Dean, 2006; Upcraft & Schuh, 1996), three emerged as most evident in student services in this state.

1. Colleges identify cognitive and affective learning outcomes that they commit to fostering through their services and programs.

While historically student services might have considered their realm to be helping students develop their identity or increasing access and retention, currently our colleges also see their role as actively engaging students in cognitive (how to make meaning), interpersonal (relationships and communication with others), and intrapersonal (understanding of self) learning and development. Here are examples of student services learning outcomes from two colleges:

- **Intellectual Development:** Students will be able to demonstrate higher level thinking abilities such as application, analysis, synthesis and problem-solving (Shoreline Community College [SCC], personal communication, 2007).
- **Interpersonal Relationships:** Students will be able to develop meaningful interpersonal relationships (SCC, personal communication, 2007).
- **Demonstrate respect and value ideas, thoughts, beliefs, backgrounds, lifestyles and abilities different from their own** (Everett Community College [EvCC], personal communication, 2005).

2. Good learning outcomes are meaningful and measurable.

What should students learn through their interactions with staff, office resources, and other aspects of the office? What important knowledge and/or behaviors should students gain, enhance, or exhibit? Student learning outcomes are specific and measurable so we can assess the degree to which they are actually attained. Here are two examples of learning outcomes at the division and program levels:

- Division level: Demonstrate awareness of traditional and nontraditional career choices and life options in achieving educational, personal, and career goals (EvCC, personal communication, 2005).
- Program level (Financial Aid): Students will understand delivery of financial aid in a clock hour environment (Clover Park Technical College, personal communication, 2007).

3. Colleges use a variety of methods to gather assessment data, ideally integrating data collection procedures into routine work.

Colleges are choosing methods to gather data on the basis of what will provide useful and expedient information to enlighten staff about the status of student learning and to inform decisions about program improvements, not on what tools are most appealing or available. Colleges have found the following useful: national standardized tests, surveys, student work samples, focus groups, interviews, evaluations of student performance, portfolios, and observations of student behavior. These are illustrative of common assessment strategies discussed in *Assessment Practice in Student Affairs: An Applications Manual* (Schuh & Upcraft, 2001). Here is an example of a learning outcome and a related assessment strategy from Everett Community College:

- “Program level outcome (Student Activities): Students will increase their skills in leadership.
- Assessment strategy: Students will complete a locally designed instrument that assesses acquisition of leadership skills” (R. Haldi, personal communication, 2007).

Challenges

There appear to be more challenges in incorporating student learning outcomes into our services and programming, followed by assessment to inform program improvement, than any other aspect of student services. Common challenges expressed by staff are

- inadequate professional development and training to integrate student learning outcomes and assessment into regular work so that it is effective and does not feel like it is “on top of all my work;”
- perception of not enough time to do learning outcomes assessment;
- limited philosophy of student services professionals as educators whose role is to foster student learning; they do not see themselves as partners in student learning and development;
- insufficient understanding of the benefit of integrating student learning outcomes and assessment into student services as a way to improve services and student learning;
- questions about resources needed to coordinate assessment activities and staff training.

Future Directions

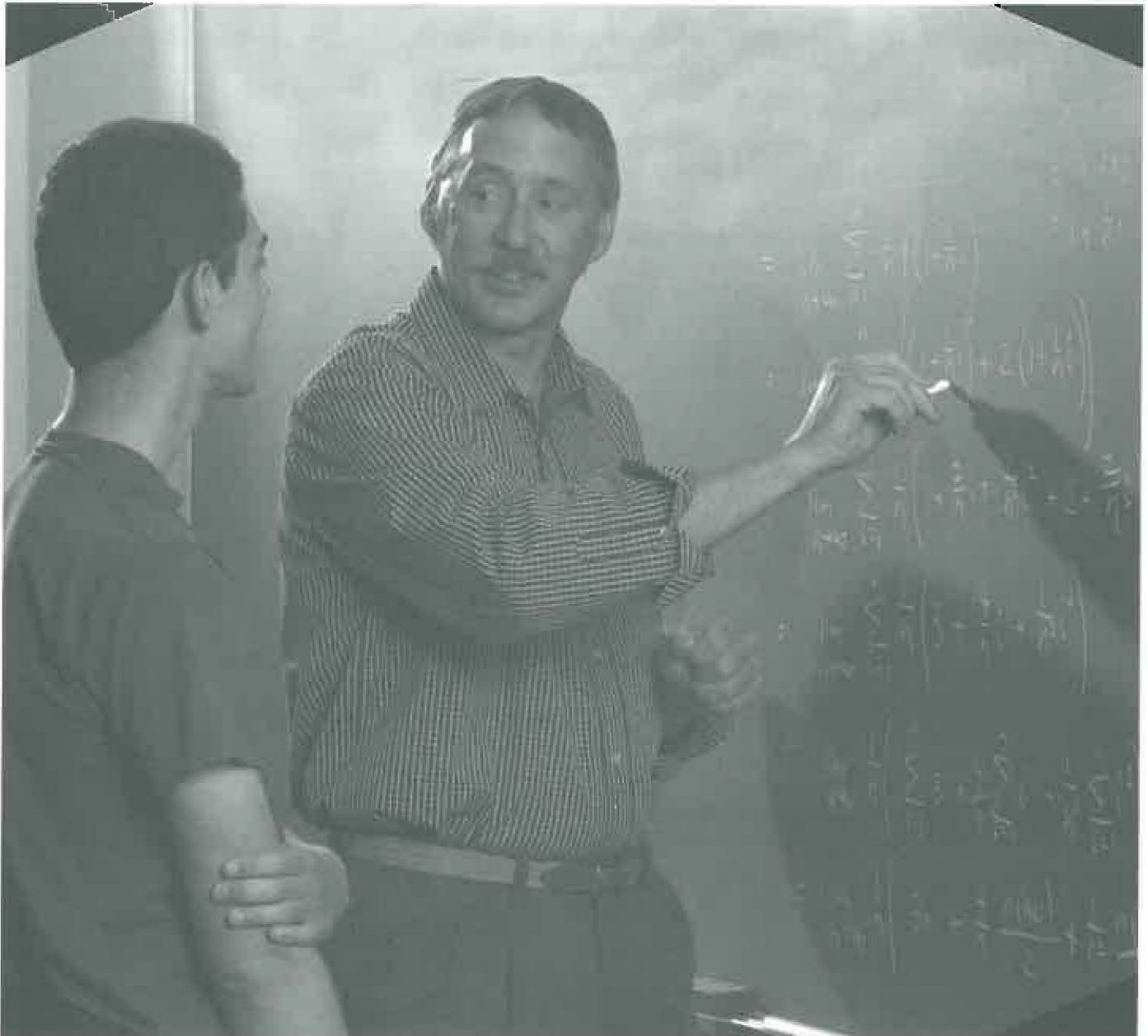
Student services in the state’s two-year colleges are increasingly developing an *ethos of inquiry*. This means colleges will continue to identify and embrace student learning outcomes and also gather, interpret, and use relevant quantitative and qualitative data to assess the extent to which students are learning what is intended. This will require funding to coordinate efforts, but it can easily be a reasonable budget since a best practice in assessment is embedding it in one’s daily work and maximizing effectiveness and efficiency through collaborative endeavors. Ultimately, this trend will contribute to solidifying student services as active players in addressing college missions that focus on student learning.

While colleges are framing their programs and services in context of student learning outcomes, there is less evidence that they are interpreting results of the learning outcomes assessment to actually improve their practices. This is likely to change in the future as student services increasingly partner with faculty to *think learning*, realize the value of interpreting learning outcomes assessment data, and as accreditation agencies increasingly expect an entire campus to articulate and assess learning outcomes.

Susan Mancuso, EdD, is an associate professor and Chair of the Department of Educational Leadership as well as Director of the Student Affairs Administration Graduate Program at Western Washington University. She is the former Vice President of Educational Services at Whatcom Community College (Susan.Mancuso@wwu.edu).

References and Resources

- Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W. (Eds.). (1996). *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass.
- Blimling, G. S., & Whitt, E. J. (Eds.). (1999). *Good practice in student affairs: Principles to foster student learning*. San Francisco: Jossey-Bass.
- Bresciani, M. L., Zelno, C. L., & Anderson, J. A. (2004). *Assessing student learning and development: A handbook for practitioners*. Washington, DC: National Association of Student Personnel Administrators.
- Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education* (6th ed.). Washington, DC: Author.
- Keeling, R. P. (Ed.). (2006). *Learning reconsidered 2: A practical guide to implementing a campus-wide focus on the student experience*. Washington, DC: American College Personnel Association (ACPA).
- Keeling, R. P. (Ed.). (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: ACPA and NASPA.
- Schroeder, C. C. (Ed.). (1996). The student learning imperative: Implications for student affairs. *Journal of College Student Development*, 37(2), 118–122.
- Schuh, J. H., & Upcraft, M. L. (2001). *Assessment practice in student affairs: An applications manual*. San Francisco: Jossey-Bass.
- Upcraft, M. L., & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.
- Washington State Board for Community and Technical Colleges. (2006, September). *System direction: Creating opportunities for Washington's future*. Retrieved January 2, 2008, from http://www.sbctc.ctc.edu/docs/sbctc_system_direction_final.pdf



17 Student Life, Unions, and Leadership Education

BY MARI KRUGER

Mission

Student life, unions, and leadership education (hereafter referred to as Student Life) exists to promote the educational aims of the institution and enhance student learning and development, regardless of background, experience, and individual factors. Designed with intent, Student Life provides opportunities for students and staff to engage in a comprehensive array of programs and experiences that focus on a holistic approach towards personal, intellectual, and global understanding. Efforts are conscientiously made to assist students in becoming responsible citizens in their communities. Through a strong commitment to diversity initiatives, Student Life ensures environments are created that promote connections and relationships, contributing to student success.

Services and Functions

Services and functions of Student Life areas are comprehensive in scope and varied in function. Staff may work closely with students from groups that include student government, programming boards, clubs and organizations, and student newspapers. Services span curricular, cocurricular, and extracurricular activities. Student government leaders are selected or elected and provide leadership in the appointment of student representatives to the shared governance structures of the colleges as well as oversight and budget development of student funds. Core areas of responsibility include student union activities. Core areas may also include

- leadership training and development;
- clubs and organizations support (e.g., aiding student government in approval processes, facilitating club activity and travel);
- recreational and intramural programming;
- educational or intellectual development (e.g., lectures, workshops, seminars, informational displays);
- diversity education and awareness;
- health and wellness information (e.g., drug and alcohol awareness, AIDS programming, blood drives);
- academic workshops and lectures (e.g., sessions on time management, study skills, lectures related to curriculum);
- service learning or community service opportunities;
- student fee allocation and management (e.g., services and activities fees, technology fees, student initiated capital projects);
- social and entertainment activities;
- student newspaper development;
- civic engagement activities to include legislative advocacy, legislative involvement training, and mentoring;
- identification card management;

- student publication productions, including student handbooks, events calendars, student literary magazines, student newspapers.

Staffing and Organizational Structure

Staff size or structures should be determined with learning and development outcomes in mind. To establish the best fit for the college, at minimum there should be a full-time administrator assigned to the area as well as a staff position assigned to support. Various student teams and the structure of those teams are shaped based on the relationships to other departments or academic divisions.

While organizational structures may vary depending on the size of the college, representative structures have an administrator that reports to a dean or vice president of student affairs. Staff and student groups report to the director or associate dean. Classic administrators in this area function at an associate dean level although have titles that range from coordinator to dean. It is preferred that the director or associate dean have a master's degree in student affairs or related field.

Typical positions may include an individual that has overall leadership and administrative responsibility for the division, a program coordinator that may work primarily with campus programming boards, clerical support in part-time or full-time form, and various student teams to include a programming board, student government, and clubs and organizations coordinator. In some colleges, student workers help in the primary office. In most cases, the administrator is the primary adviser for the associated student government, has the role of being the legal expert for the department on student related matters, and oversees the college's procedures on distribution/posting of materials and student-organized efforts.

Distinctive to Student Life areas are the funding sources that are used to provide quality services and programs. Standard allocations include general fund for full-time staff, services and activities (S&A) fee allocations for salaries of student leaders and workers, and technology fee funds for equipment and software that have hands-on student use as well as for audio and lighting needs in student unions.

Physical Facilities

Facilities that create intentional environmental conditions are essential to be done well and with intention in the area of Student Life. Most colleges have a student union or center that houses Student

Life operations. Many of the activities that may happen on campus occur within the walls of the student union. Technological advancements allow for streaming video and podcasts of activities as online resources. CAS 2003 standards recommend that a college union should contain approximately 10 square feet per student; larger colleges may require less (Council for the Advancement of Standards in Higher Education [CAS]). Representative in most facilities must be informal areas that encourage student interaction, exchange with faculty, and provide for subcommunities and discussions to form in a formal or spontaneous manner (Kuh, Schuh, Whitt, & Assoc., 1991; L. Roper, personal communication, 2004). Furniture and lighting should be comfortable and inviting. Finally, Student Life offices should be in high traffic locations that support their efforts of connection.

Quality Indicators

Studies show that involvement outside of the classroom contributes toward institutional satisfaction, student success, and retention (Astin, 1993; Chickering & Reisser, 1993; Cohen & Brawer, 2002; Kuh et al., 1991; Pascarella & Terenzini, 1991; Terenzini, Pascarella, & Blimling, 1996). Student Life professionals strive to create campus environments that are highly active to meet those outcomes of learning and development. Benefits to students, the institution, and society are abundant in the work of Student Life staff. Central benchmarks of effective service include established learning outcomes and programs that combine cocurricular with academic (Astin, 1993; Chickering & Reisser, 1993; Cohen & Brawer, 2002; Komives, Woodard, & Assoc., 1996; Kuh et al., 1991). Several qualities highlight an outstanding program (CAS, 2003; Kruger, 2001, 2002; National Association for Campus Activities, n.d.; Northwest Commission on Colleges and Universities, 2003). Quality indicators include

- services that provide access to quality engagement (i.e., programs are intentional, proactive, tied to institutional mission; grounded in a philosophical and theoretical context; continuous assessment and validation methods are ongoing);
- programs that promote leadership development and teaching (i.e., varied methods; training ongoing; opportunities abundant for application; student governance strong; students involved with planning and evaluating);
- policies and practices that suggest sound administrative accountability (i.e., clear student

fee financial codes; avoids undue risk and harm; core values identified; demonstrated ethical standards; published media code establishes relationship of paper to institution);

- programs that enhance cocurricular and extracurricular Student Life (i.e., diverse schedule of events that take into consideration student subcommunities; various perspectives included in services; tied to academic offerings);
- programs that promote diversity and multicultural understanding.

A range of measures are used to demonstrate success. These methods include (a) journals; (b) portfolios of student learning and projects; (c) student evaluations that ask students to identify what they learned or what ability or outcome was met as a result of their participation or review of informational displays; (d) headcounts at events, club meetings, and student-initiated activities; (e) level of participation on college committees; (f) papers that encourage reflection; (g) open dialogues and discussions about leadership topics; (h) engagement in continuous feedback sessions on performance and growth; (i) readings on topics of relevance; (j) retention rates at end of year in programs; (k) successful completion of leadership development trainings; (l) the number of involvement opportunities on campus; and (m) direct observation of contributions to group discussions, activities, and work. Measures to gauge effectiveness with the broader campus community include specific surveys to gauge satisfaction with services and impressions of relevance of programs to student success.

Standards of quality service come from national organizations and accreditation functions. The accrediting body for Washington community and technical colleges is the Northwest Commission on Colleges and Universities (NWCCU), publishers of the *Accreditation Handbook* (2003). Quality services are also suggested through

- *CAS Professional Standards for Higher Education* (2003);
- *Steps to Individual Excellence as a Campus Activities Professional* by the National Association for Campus Activities (NACA, n.d.);
- *The Student Learning Imperative* language;
- various literature outlined later in the References and Resources section.

There are principal standards of operations provided from national or regional organizations such as CAS, NWCCU, and NACA, including its Statement of Business Ethics and Standards. Several organizations listed in the References and

Resources section have standards specific to areas that are applicable to each college's programs (e.g., ACUI, CUSP, NACA, NIRSA).

Being well informed on legal practices is essential for an effective Student Life professional as several guide our practice. It is recommended that Student Life administrators be well versed on current readings in areas that cover free speech, student newspapers, protests on campus, risk assessment on activities, religion and politics, organizations, student conduct, access and disability services laws, and so on. Recommended readings include *Student Political Issues* (Fischer, Coats, & Kruger, 2001), *Church/State Issues and Students Services* (Fischer, 2004), risk management procedures (Office of Financial Management, n.d.), and Washington State laws on services, activities, and technology fees (Revised Code of Washington, n.d.).

Best Practices

Washington State is fortunate to have a number of excellent programs promoting Student Life.

At *Skagit Valley College*, the Student Life Office coordinates the Leadership Experience and Development (LEAD) program for students. The program offers students across disciplines and with a range of leadership experiences an opportunity to earn a non-transcribed certificate.

Bellevue Community College takes advantage of new technologies to create online information that supports Student Life that is readily available and valuable to students. Called the Institute, it strives to create a diverse pool of future leaders able to perform their civic duties as better world citizens.

Pierce College Puyallup's Learn to Lead is a comprehensive leadership and programming division. Student leaders participate in ongoing curricular and cocurricular training and activities to cultivate skills, values, and knowledge for their current leadership positions and to achieve long-term learning goals. The program involves collaboration among groups on campus and received the National Association of Student Personnel Administrators (NASPA) Exemplary Award.

Highline Community College began an emergent program based on grassroots initiatives and current topics of interest. Students collaborate to develop programs and services around an idea. Proposals that demonstrate ease and sound judgment may be made to a student governance structure. Because of the fluid nature, innovation and creativity are encouraged.

Peninsula College has programming and activities that are of interest to the community and a hub for student involvement. The program supports leadership development and uses a variety of internal sources and external conferences to train students to perform programming and leadership functions effectively.

Challenges

Several changes over the past decade challenge Student Life departments. Involvement of transient populations is seen as ever critical (Astin, 1993; Cohen & Brawer, 2002). More students enter a community college directly from high school and expect traditional college life experiences (Howard & Strauss, 2000; Kruger, 1999). The diminishing role of student newspapers on campuses continues to be a struggle since papers provide important leadership opportunities for students interested in

writing. Student populations are becoming more diverse, shaping programming and services offered. Student funds are tapped to support institutional programs such as child care and tutoring and affect the limited availability from student fees for other programs. Technological advancements in equipment and communication methods require attention. Student participation in the governance process is seen as important and difficult to achieve with rival interests.

Future Directions

Given the benefits to students and the vitality of the institution, encouraging all students to participate in assorted opportunities is a future direction for Student Life. A focus on retention efforts will be a major direction as staff members seek ways to connect learning and meet student development outcomes of the diverse populations served.



Millennial students (Briggs, 2007) require that messaging be unique to reach out to the group (Tyler Lafferty, personal communication, 2007). Staff will identify emergent technologies to expand offerings to students. Environmental assessments may shape opportunities created for traditionally underserved students (e.g., veterans) to be engaged in programs. Determining how to deal with challenges of student budgets relating to growth demands will be a topic of discussion. “Engendering a feeling of community” (Kuh et al., 1991) and exposing students to social justice and global issues will take critical time. Development of meaningful student participation in governance matters has been shown to be a real need. Finally, experienced staff will be the means to quality. Professional development opportunities will be ongoing for staff to remain current and grounded in best practices for student success.

Mari Kruger, PhD, is the Director of Student Life at Pierce College Puyallup (mkruger@pierce.ctc.edu).

References and Resources

- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.
- Briggs, C. (2007). Understanding and developing the millennial leader: A pilot program. *Campus Activity Programming*, (40)5, 48–51.
- Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass.
- Cohen, A. M., & Braver, F. B. (2002). *The American community college: An interpretative analysis* (4th ed.). San Francisco: Jossey-Bass.
- Council for the Advancement of Standards in Higher Education. (2003). *CAS professional standards for higher education*. (3rd ed.). Hagerstown, MD: HBP, Printing, Graphic and Information Services.
- Fischer, W. H. (2004). *Church/state issues and students services*. Olympia, WA: Washington Attorney General.
- Fischer, W. H., Coats, R., & Kruger, M. (2001). *Student political issues*. Olympia, WA: Washington Attorney General.
- Howard, N., & Strauss, W. (2000). *Millennials rising: The next great generation*. New York: Vintage Books.
- Komives, S. R., Woodard, D. B., Jr., & Associates. (1996). *Student services: A handbook for the profession* (3rd ed.). San Francisco: Jossey-Bass.
- Kruger, M. (1999). A newer world: The evolving role of the community college and the community college professional. *Campus Activity Programming*, (32)3, 80–85.
- Kruger, M. (2001). *Learn to lead: Pierce College Puyallup leadership development program*. Puyallup, WA: Pierce College Puyallup.
- Kruger, M. (2002). The benefits of leadership development programs on community college campuses. *Campus Activity Programming*, (34)7, 43–47.
- Kuh, G. D., Schuh, J. H., Whitt, E. J., & Associates. (1991). *Involving colleges: Successful approaches to fostering student learning and development outside the classroom*. San Francisco: Jossey-Bass.
- Office of Financial Management. (n.d.). *Risk Management*. Retrieved January 17, 2008, from <http://www.ofm.wa.gov/rmd/default.asp>
- National Association for Campus Activities. (n.d.). *Steps to individual excellence as a campus activities professional*. Retrieved December 13, 2007, from <http://www.naca.org>
- Northwest Commission on Colleges and Universities. (2003). *Accreditation handbook*. Redmond, WA: Author.
- Pascarella, E. T., & Terenzini, P.T. (1991). *How college affects students*. San Francisco: Jossey-Bass.
- Revised Code of Washington. (n.d.). “*Services and activities fees*” defined. RCW 28B.15.041. Retrieved January 17, 2008, from <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.15.041>
- Revised Code of Washington. (n.d.). “*Services and activities fees*” — *Allocations from for institutional loan fund for needy students*. RCW 28B.15.043. Retrieved January 17, 2008, from <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.15.043>
- Revised Code of Washington. (n.d.). *Services and activities fees* — *Legislative declaration on expenditure*. RCW 28B.15.044. Retrieved January 17, 2008, from <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.15.044>
- Revised Code of Washington. (n.d.). *Services and activities fees* — *Guidelines governing establishment and funding of programs supported by* — *Scope* — *Mandatory provisions* — *Dispute resolution*. RCW 28B.15.045. Retrieved January 17, 2008, from <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.15.045>
- Revised Code of Washington. (n.d.). “*Technology fees*” — *Defined* — *Use* — *Student government approval*. RCW 28B.15.051. Retrieved January 17, 2008, from <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.15.051>
- Revised Code of Washington. (n.d.). *Building fees* — *Services and activities fees* — *Other fees*. RCW 28B.15.069. Retrieved January 17, 2008, from <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.15.069>
- Schroeder, C. C. (Ed.). (1996). The student learning imperative: Implications for student affairs. *Journal of College Student Development*, 37(2), 118–122.
- Terenzini, P. T., Pascarella, E. T., & Blimling, G. S. (1996, March/April). Students’ out-of-class experiences and their influence on learning and cognitive development: A literature review. *Journal of College Student Development*, (37)2, 149–162.
- Terrell, M. C., & Cuyjet, M. J. (1994). Developing student government leadership. *New Directions for Student Services*, 66. San Francisco: Jossey-Bass.

Resources on the Internet

- American College Personnel Association (ACPA): <http://www.myacpa.org>
- Association for Student Judicial Affairs (ASJA) and ASJA Newsletter: <http://www.asjaonline.org>
- Association of College Unions International (ACUI) and ACUI Bulletin: <http://www.acui.org>
- Council for the Advancement of Standards in Higher Education (CAS): <http://www.cas.edu>
- Council of Unions and Student Programs (CUSP): <http://www.ctc.edu/~cusp/>
- National Association for Campus Activities (NACA) and *Campus Activities Programming* magazine: <http://www.naca.org>
- National Association of Student Personnel Administrators (NASPA): <http://www.naspa.org>
- National Clearinghouse for Commuter Programs (NCCP): <http://www.nccp.umd.edu>
- National Clearinghouse for Leadership Programs (NCLP): <http://www.ndlp.umd.edu>
- National Consortium of Directors of Lesbian Gay Bisexual and Transgender Resources in Higher Education (Consortium): <http://www.lgbtcampus.org>
- National Intramural-Recreational Sports Association (NIRSA): <http://www.nirsa.org>

18 Student Rights and Responsibilities, Student Discipline, and FERPA

BY MICHAEL J. GRUBIAK

Mission

In the landmark case *Tinker v. Des Moines* (1969), the Supreme Court ruled that students “are possessed of fundamental rights which the State must respect, just as they themselves must respect their obligations to the State” (Kaplan & Lee, 2006, p. 995).

The student discipline system balances these rights and responsibilities by helping in the moral and ethical development of students while protecting the rights, property, and personage of the college community. It fosters the development and practice of the values of accountability, responsibility, fairness, justice, freedom, safety, and orderliness.

Above all, the role of the student discipline system is one of student development. We are educators first, adjudicators second.

Services and Functions

The United States Constitution affords students basic constitutional rights. Among these rights are the freedom of speech, assembly, religion, and press under the First Amendment; the freedom from unreasonable search and seizure under the Fourth Amendment; and the right to due process under the Fourteenth Amendment. Various federal and state statutes and provisions of common law provide students the right to privacy of educational records, freedom from discrimination, and academic freedom in the classroom.

The National Center for Academic Integrity outlines the following services and functions of a formal student discipline process (College Administration Publications, 1994):

- The guarantee of fairness
- The pursuit of truth
- The education and rehabilitation of the student who committed the violation
- The deterrence of repeat offenders and other potential violators
- The protection of the educational mission of the institution
- The protection of people
- The maintenance of records to allow process monitoring and the identification of trends
- Consistency in administration
- Administrative closure

In addition, a formal student discipline system is required to comply with the due process requirements of the Fourteenth Amendment of the United States Constitution and the Administrative Procedure Act of the state of Washington.



Specific guidance is provided by *Esteban v. Central Missouri State College* (1967), Kaplin and Lee (2006, pp. 975–976), and RCW 34.05, which is the Administrative Procedure Act (APA) of the Revised Code of Washington.

Staffing and Organizational Structure

Typically, the chief student services officer (CSSO) is tasked with the overall responsibility for organizing and administering the student discipline program. Although at most colleges the CSSO administers the program directly, at some colleges the CSSO delegates that responsibility to other positions within student services.

In the state of Washington, there are specific due process requirements that govern the administration of the student discipline system. These requirements are mandated by RCW 34.05, the Administrative Procedure Act (APA).

The most common structure has a student appearing at an initial disciplinary hearing before the CSSO or a designee. This hearing is usually informal and conducted using the rules for brief adjudicative proceedings in accordance with the APA. Students may appeal initial-level decisions to proceedings that guarantee complete due process rights under the APA. These proceedings are often conducted before a hearing panel, although legally they could be held before a single presiding officer. The APA requires a college to make available another appeal level to permit review before the college issues a final order. This appeal is usually before the college president, although the president may delegate this review function to another.

Physical Facilities

Office and conference facilities in which discipline interviews and hearings are held should be structured to maximize safety. There should be separate exit doors for both students and staff members that allow people, if they feel agitated or threatened, to leave the room without having to pass each other. Although the space should preserve privacy, it should also be located where other staff members are available should assistance be required. In some situations it may be prudent to have a security officer present.

Quality Indicators

The Council for the Advancement of Standards in Higher Education (CAS) is the primary source

for providing benchmark standards against which quality of programs can be measured (2006). CSSOs wishing to evaluate their programs will find this document useful and instructive. Standards and measures are provided for 13 key areas: (1) mission; (2) program; (3) leadership; (4) organization and management; (5) human resources; (6) financial resources; (7) facilities, technology, and equipment; (8) legal responsibilities; (9) equity and access; (10) campus and external relations; (11) diversity; (12) ethics; and (13) assessment and evaluation.

Best Practices

Classroom Behavior

Faculty members are responsible for student behavior in their classrooms, whether the classrooms are traditional or distance education such as instructional television or online. Students may not engage in behaviors that materially or substantially interrupt normal classroom procedures. In order to restore good order in the classroom, the faculty member may expel the student from that single class session. The student may return to the next class session. The faculty member may remove the student again from a class session if the student's behavior once more is disruptive.

Academic Dishonesty

Because allegations of academic dishonesty require fact finding, may carry serious penalties, and may harm the reputation of a student, adjudication requires the due process of a formal discipline system rather than the simple academic judgment of individual faculty members. Intentional academic dishonesty is a discipline issue, not an academic issue.

Student Rights and Responsibilities

Colleges should codify their student rights and responsibilities document in accordance with Part III of RCW 34.05, the Administrative Procedure Act. These codes are found in Title 132 of the Washington Administrative Code (WAC).

Student Representation

College employees should not represent, advise, or serve as advocates for students who are being adjudicated (Fischer, 1995). Such representation has the potential of placing the college at increased legal risk due to claims of conflict of interests.

Criminal Charges

When misbehavior may also result in criminal charges, colleges may proceed with disciplinary proceedings before, during, or after criminal

proceedings. Under such circumstances, students at the disciplinary hearing may not be required to testify against themselves nor should their silence be used against them (Geller, 2007).

Alternative Dispute Resolution

Colleges may wish to explore increased use of alternative dispute resolution processes such as negotiation and mediation in lieu of formal discipline processes. Resolutions can be constructed in the form of settlement agreements.

Legislation and Regulations

Student services professionals responsible for student discipline must keep themselves abreast of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C., § 1232g, 34 CFR Part 99; the Crime Awareness and Campus Security Act (Clery Act), 20 U.S.C. § 1092f; the Drug-Free Schools and Campuses Regulations, 34 C.F.R. Part 86; the Campus Sex Crimes Prevention Act, P.L. 106-386; the Violence Against Women Act, P.L. 103-322; the Campus Sexual Assault Victims' Bill of Rights Act, 20 U.S.C. § 1092f(8); and related legislation and regulations.

Challenges

The major challenge for student services professionals in the arena of student rights and responsibilities remains the ever-present threat of civil suit. CSSOs and student judicial officers face the catch-22 of being held legally liable for actions both taken and not taken, often having to make quick decisions in murky legal waters. Staff development is an essential life preserver, along with the advice of legal counsel and the consultation of colleagues. Above all, treating students, staff members, and the various college publics with dignity, respect, justice, fairness, and compassion will go a long way in mitigating the threats of legal action. A bit of common sense would not hurt either.

Future Directions

Constitutional Rights

First Amendment issues will continue to be in the forefront. Advocates from both the political left and political right will continue to try to influence the placement, breadth, and depth of freedom of speech, press, assembly, and religion boundaries. As some issues become more settled, others will deconstruct.

In addition, as pressure mounts for increased civility on our campuses, student service professionals will be pushed to the limits of having to educate

students and staff members on the development of appropriate social skills while making distinctions between constitutionally protected and unprotected behaviors and speech.

Retention and Success

As community colleges expand the number of non-college-level programs serving a variety of disenfranchised youth, there may be an increased need to provide additional social and moral development support services to improve retention and success rates.

Student Safety

Colleges may be asked to assume a more protective role with regard to student safety. As colleges place more and more students in off-campus internships and work-based learning programs, courts may see an increased duty for colleges to protect the welfare and safety of those students.

Colleges may also need to save students from the foolishness of their acts. Social networking Internet sites such as MySpace continue to pose an attraction to students who wish to record and broadcast their misdeeds to their current and future detriment.



Michael J. Grubiak, EdD, is the Vice President of Student Services at Centralia College (mgrubiak@centralia.edu).

References and Resources

Amada, G. (1994). *Coping with the disruptive college student: A practical model*. Asheville, NC: College Administration Publications, Inc.

Amada, G. (1999). *Coping with misconduct in the college classroom: A practical model*. Asheville, NC: College Administration Publications, Inc.

College Administration Publications. (1994, Winter/Spring). *Synthesis: Law and Policy in Higher Education*. Asheville, NC: Author.

Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education* (6th ed.). Washington, DC: Author.

Esteban v. Central Missouri State College, 277 F. Supp. 649 (W.D. Mo. 1967).

Fischer, W. H. (1995). *Handling the serious student disciplinary case*. Olympia, WA: Office of the Attorney General.

Geller, R. (2007). *Criminal conduct by students: The institution's response*. Washington, DC: National Association of College and University Attorneys.

Kaplin, W. A., & Lee, B. A. (2006). *The law of higher education* (5th ed.). San Francisco: Jossey-Bass.

Paterson, B. G., & Kibler, W. L. (1998). *The administration of campus discipline: Student, organizational and community issues*. Asheville, NC: College Administration Publications, Inc.

Pavela, G. (1985). *The dismissal of students with mental disorders: Legal issues, policy considerations, and alternative responses*. Asheville, NC: College Administration Publications, Inc.

Revised Code of Washington. (n.d.). *Administrative procedure act*. RCW 34.05. Retrieved January 17, 2008, from <http://apps.leg.wa.gov/RCW/default.aspx?cite=34.05>

Tinker v. Des Moines, 393 U.S. 503 (1969).

Young, D. P., & Gehring, D. D. (1986–2007). *The college student and the courts: Cases and commentary*. Asheville, NC: College Administration Publications, Inc.

Resources on the Internet

Association for Student Judicial Affairs (ASJA): <http://www.asjaonline.org>

Council on Law in Higher Education (CLHE): <http://www.clhe.org>



19 TRIO Programs

BY KIM REQUA

Mission

The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes six outreach and support programs to serve and assist low-income, first-generation college students and students with disabilities as they progress through the academic pipeline from middle school to post baccalaureate programs (Department of Education, n.d., p. 17).

TRIO Student Support Services (SSS) programs serve college students and are designed to increase the retention, graduation, and transfer rates (to four-year colleges) of these students and to foster an institutional climate supportive of their success. Funding for all SSS programs comes through a competitive grant process conducted by the U.S. Department of Education (n.d., p. 17).

SSS programs also include a training program for directors and staff of SSS projects and a dissemination partnership program to encourage the replication or adaptation of successful practices of SSS projects at institutions and agencies that do not have SSS grants.

Services and Functions

SSS programs are not required to provide specific services but may provide any services that support the purposes of the SSS programs. The nature of these services depends upon the unique needs of the campus and the needs of campus population served. Services are provided to a limited number of students each year based upon the grant application. Consequently, services tend to be intensive, focused on increased student contact, have an ongoing follow-up and tracking component, and employ intrusive intervention. Services are to supplement and not supplant other campus services. Core services most often include academic advising and tutoring. Additional services may include

- instruction in reading, writing, study skills, mathematics, and other subjects for success beyond high school;
- personal counseling;
- career exploration activities;
- mentoring programs;
- peer counseling;
- exposure to cultural events and academic programs not usually available to disadvantaged students;
- transfer advising and assistance;
- programs specifically designed for students of limited English proficiency;
- grant aid: additional financial aid awarded to the neediest students (U.S. Dept. of Ed., n.d., p. 17).



Staffing and Organizational Structure

SSS programs are likely to have a variety of staffing patterns. Staff may include directors, counselors, academic advisers, peer counselors and mentors, instructors, tutor coordinators, tutors, and clerical support staff.

SSS programs are encouraged to have a full-time director and to coordinate with other programs serving disadvantaged students. Directors are permitted to administer one or more programs for disadvantaged students.

Physical Facilities

In order to maximize program effectiveness, facilities need to be centrally located, highly visible, and readily accessible. The area must have a comfortable and welcoming waiting area for students and offices that provide for privacy and confidentiality and the safe storage of confidential materials.

The tutoring area should have adequate space for one-on-one and group tutoring as well as up-to-date computers with Internet access and software to support instruction. Classrooms need to be equipped with current technology to support effective teaching and learning.

Quality Indicators

Quality indicators established and evaluated annually by the U.S. Department of Education hold SSS programs to specific and measurable outcome objectives regarding retention, graduation rates, transfer rates to four-year institutions, and percentage of students making satisfactory academic progress. These outcomes objectives have recently become mandatory as to their structure and measurement. The targets for these objectives are derived from research completed on individual campuses on students who would be eligible for SSS. Program objectives must be ambitious but attainable and often exceed the performance level of the general student population.

Best Practices

SSS programs are foremost college retention programs, supported by the federal funds that serve a specific population of at-risk students and have built-in accountability and reporting mechanisms. Their best practices characteristically overlap best practices found in the retention literature and in practice at community and technical colleges.

Maximizing Student Contact

Muraskin (1997) and Engle, Bermeo, and O'Brien (2006) state the focus is on developing supportive interpersonal relationships with students through extensive and frequent student contact. Consequently, staff responsibilities outside of direct service to students are limited and the use of group activities as an efficient way to serve students is emphasized.

Structured First-Year Experiences

Programs have mechanisms in place to shape students' initial experiences. Muraskin (1997) and Engle et al. (2006) state these include developing individual educational plans, participating in required classes, academic advising, initial course selection, monitoring academic progress, and intrusive advising.

Grant Aid

According to the U.S. Department of Education (n.d., "Student Support Services"), Federal TRIO Programs may award up to 20% of the grant award to students in the form of grant aid (institutions must provide a one-third match unless qualifying for a waiver). In addition to the needed financial support students are provided, the grant aid application process awards usually require students to complete a variety of activities that support their education goals as addressed by Engle et al. (2006). These activities may include attendance at workshops, completion of academic or financial plans, and/or early application for financial aid.

Challenges

The most critical issue facing SSS programs is that, unlike other student services organizational units, SSS programs do not currently exist on 15 of the 34 Washington community and technical college campuses. Awards for SSS programs come through a highly competitive grant process conducted by the U.S. Department of Education every four years.

Another challenge is that, unlike other student services areas, there is no coordinating systemwide council or association that brings a common voice to SSS programs. Decisions regarding funding, legal authority, and regulations come from the federal government. Instead of a council or association, SSS programs are likely to be members of strong regional and/or national organizations that represent all of the TRIO Programs at all educational levels and all types of institutions. This lack of state structure poses serious barriers to identifying and addressing common program issues at the state level and hinders the continued development of successful program practices, as communication about shared difficulties and best practices is limited.

Future Directions

The issues of accountability and retention, hallmarks of SSS programs, have taken on increasing importance in higher education, as colleges look for students and funding and lawmakers look for effectiveness. Rewarding colleges that demonstrate effectiveness is already being done. As data from SSS programs is analyzed, consistent results show the strong retention impact resulting from SSS and best practices for retention are consistent with SSS practices. Funding and implementing these models and practices for at-risk students has taken on importance in the TRIO community. Three directions are emerging: (1) SSS programs have encouraged colleges to use the new state persistence funds to provide additional funding for current SSS programs to serve more TRIO-like students and to implement best practices from current SSS programs; (2) the developing state association has as its first priority to make state legislators and state congressional representatives aware of the need for additional funds to serve the many SSS eligible students who go unserved and the role played by all of the TRIO Programs; and (3)

the regional organization has promoted awareness of the SSS programs and encouraged colleges to consider submitting grant proposals.

Kim Requa, MEd, is the Director of TRIO Student Support Services at Skagit Valley College (Kim.requa@skagit.edu).

References and Resources

Engle, J., Bermeo, A., & O'Brien, C. (2006, December). *Straight from the source: What works for first-generation college students*. Washington, DC: The Pell Institute.

Muraskin, L. (1997, August). *"Best Practices" in student support services: A study of five exemplary sites*. Washington, DC: U.S. Department of Education.

National Archives and Records Administration. (2006, July). *Code of federal regulations*. (Title 34, Education, Pt. 646). Washington, DC: U.S. Government Printing Office.

U.S. Department of Education. (n.d.). *Application for grants under the Student Support Services Program, fiscal year 2005*. (OMB No. 1840-0017, pp. 16–17). Washington, DC: Author.

U.S. Department of Education. (n.d.). *Student Support Services grant aid frequently asked questions and responses for program year 2001–2002*. Retrieved January 11, 2008, from <http://www.ed.gov/about/offices/list/ope/trio/grantaidquestions.doc>



20 Tutoring Centers

BY OUSSAMA ALKHALILI AND KATHERINE SKELTON

Mission

The mission of a campus tutoring center is to provide a positive, enriching, and motivating environment of academic support and encouragement to students and faculty. Tutoring centers promote and inspire the academic and personal advancement of students in concert with the classroom experience in an effort to produce independent, self-motivated, lifelong learners. Such centers promote the values of integrity, leadership, and scholarship in the students they serve and employ.

Services and Functions

Tutoring centers can provide a range of services: one-on-one and group tutoring as well as in-class tutoring. Studies demonstrate that both group and individual tutoring improve student performance (Schacter, 2000, p.824). Centers usually provide tutoring on a drop-in basis and by appointment in specific academic subjects. With sufficient funding, a typical tutoring center may offer these services:

Math and Science

Math and science tutoring is provided on a drop-in basis anytime the center is open. The center supports one-on-one tutoring based on student need and offers workshops throughout the quarter to teach study skills and effective problem-solving techniques.

Writing

Tutoring (or consulting) in writing is available on a drop-in basis anytime the center is open as well as by appointment. Throughout the quarter, the center offers workshops to teach technical writing skills.

Other Academic Subject Areas

Tutoring in other academic subjects is scheduled at specific times throughout the week. The subject will dictate the format (i.e., drop-in, group, or in-class tutoring). To locate tutors quickly, it is helpful to have developed a solid network of potential subject-area tutors, who have been nominated by faculty.

Staffing and Organizational Structure

The tutoring center can have a reporting relationship to one of several administrative units within student services or instruction: student success, reading and study skills, or developmental education. More importantly, the supervisory unit should have a compatible philosophy and congruent student success goals.

Professional roles in the tutoring center depend in part on the size of the operation. A program director is essential to ensure quality in the staff and student tutors, coordinate tutors with student schedules, monitor usage and

develop relationships with other college units. Funding will determine the number of full- and part-time tutoring staff members. Tutors for math and English should be the priority.

Funding will also dictate the center's hours of operation. Ideally, the center should be open to best meet the needs of students during their hours away from the classroom. This typically includes access during evenings and on weekends.

The operating budget should partially support the center. Additional sources of funding are student government, the college foundation/development office, federal grants, and private foundations.

Physical Facilities

The tutoring center location and physical facilities are vital to the effectiveness of its services. Ideally, the center should be near other student service programs and should accommodate approximately 0.5% to 1% of the college's total enrollment. A common model for a tutoring center is to divide the space into three main areas:

Math and Science

It is likely that the area for math and science tutoring will be used the most. It should include tables that seat a minimum of four students each. Whiteboards—both wall mounted and small personal units—should be available for hands-on explanations and study groups. The area should accommodate a mix of scheduled one-on-one tutoring and group tutoring with additional space for drop-in services.

Writing

The writing area should have tables to host two to three students at a time. The area will mainly be used for one-on-one tutoring, but there will be some group tutoring as well. Computer terminals for writing assignments are essential.

Other Academic Subject Areas

The third area should serve business, languages, and social sciences tutoring. This area should have tables that accommodate larger groups of up to 10 students. This area could have individual cubicles or adjacent rooms (for group tutoring) to provide tutoring for a specific discipline.

Other needed components of the facility include adequate office space for staff members and a welcoming reception area. Ideally, the center should have a wireless connection and grounded electrical outlet access for laptop use.

Quality Indicators

One indicator of success in a campus tutoring center is the number of students that use the services throughout the academic year. A second measure is the number of students who would recommend the center to other students. Feedback from the instructional faculty and student services professionals on campus can also indicate effectiveness.

There are a number of ways to ensure success in the center. Most important is keeping student and professional staff well-trained in their tutoring skills. Studies have shown that the effectiveness of tutoring is strongly influenced by the quality and the amount of training received by tutors (Boylan, Bliss, & Bonham, 1997). Some of the ways to address training needs may include having

- staff tutors attend regular trainings to enhance their tutoring skills. The trainings could be weekly, semiweekly, or monthly. Some centers have developed a series of instructional and/or orientation videos so training can occur anytime;
- student tutors attend an orientation meeting. Student tutors will also need to be aware of the center policies and expectations of behavior in a professional setting;
- center staff schedule and attend regular meetings to discuss any new developments, create new policies, set goals, and evaluate expected outcomes.

To evaluate a center's effectiveness, the center's director may consider a number of options, including

- having tutors and student staff do follow-up evaluations at the end of school session to discuss the effectiveness of their work and tutor ethics. Student surveys can provide valuable insight;
- conducting SGIDs (Small Group Instructional Diagnosis) to assess the effectiveness of the tutoring center. The SGID could occur every other year and be run by a third party that is not directly affiliated with the center;
- asking the center's advisory committee to evaluate the success of the tutoring center, make recommendations, set goals, and benchmark service outcomes.

In building or evaluating a campus tutoring center, a college may want to follow the guidelines of a national accreditation organization such as the College Reading and Learning Association (CRLA). Centers should develop policies that address the

tutors, student staff, center staff, and operations. These policies can guide each function within the tutoring center.

Challenges

The tutoring center will always face challenges, some administrative and others internal. Some common administrative challenges include

- maintaining adequate funding to find and hire qualified tutors. Different wage levels are often needed for tutors with different educational levels and subject-area expertise. One solution is to hire professional tutors, such as university-level tutors in hard-to-fill academic areas (e.g., science);
- attaining national certification for the center;
- budgeting for permanent center staffing to continue high quality services;
- maintaining adequate funding to improve and maintain the center facilities: tables, chairs, and whiteboards;
- sustaining adequate funding to maintain computers and peripheral equipment;
- funding professional development opportunities.

Some common internal challenges include

- hiring and retaining tutors;
- finding and recruiting tutors for 200-level classes and specialty courses;
- developing policies regarding the appropriate use of center facilities;
- developing in tutors a sense of ownership for the center;
- involving faculty with recommending potential student tutors.

Future Directions

As more underprepared and academically disadvantaged students enter community and technical colleges, tutoring center services will need to be expanded. The increased need will require even greater campuswide collaboration among colleges' major administrative units to ensure adequate facilities, staffing, and other resources are available.

Regarding the qualitative aspects of a tutoring center, instruction and student services professionals will increasingly collaborate to develop the means to ensure tutors are adequately trained and compensated.

Tutoring services will be available in a larger variety of courses, including higher level offerings, in addition to those that are currently found in most tutoring centers.

Facilities master planning will likely begin focusing more on the size and planning needs of a high quality tutoring center to ensure visibility and accessibility.

Tutoring centers will continue playing a greater role in determining the learning assistance needs of individual students. Increased collaboration with counseling centers, testing centers, and others will need to occur to assess their learning needs.

Tutoring centers' service delivery may also change as other modes of tutoring become more accessible. For example, tutoring is no longer only available from campus centers. Offshore online tutoring is a growing service industry that does and will continue to augment and compete with the tutoring provided to our own students (Ciano, 2007). As well, with the growth of online student populations, colleges' tutoring services may need to consider incorporating tutoring software programs or increased online services into their available resources.

Oussama (Sam) Alkhalili, MS, is a business information technology instructor and Codirector of the Tutoring Center at Highline Community College (oalkhali@highline.edu).

Katherine Skelton, MS, is a mathematics instructor and Codirector of the Tutoring Center at Highline Community College (kskelton@highline.edu).

References and Resources

Boylan, H., Bliss, L., & Bonham, B. (1997). Program components and their relationship to student success. *Journal of Developmental Education*, 20(3), 2–8.

Ciano, L. (2007). *Online tutoring and the offshoring of education*. Paper presented at the Technology, Colleges, and Community virtual conference. Retrieved February 15, 2008, from <http://etec.hawaii.edu/proceedings/2007/ciano.pdf>

Schacter, J. (2000). Teaching, learning, and human development: Does individual tutoring produce optimal learning? *American Educational Research Journal*, 37(3), 801–829.

Resources on the Internet

College Reading and Learning Association (CRLA): <http://www.crla.net>

National Tutoring Association: <http://www.ntatutor.org>

21 Veterans' Services

BY ANA RONEY AND PETER SCHMIDT

Mission

Washington State is home to a large contingent of military veterans and their families who desire the advantages and benefits of a fulfilling professional-technical and academic postsecondary education. Veterans' services are integral and key to the overall success of veterans and their dependents by serving as liaison to federal and state agencies. As an advocate and information resource, the mission is to inform veterans and survivors of various benefits.

Services and Functions

A campus veterans' affairs office exists to remove unnecessary barriers and aid veterans in their transition from military to student and campus life (Weston & Putnam, 2007). After having experienced a close-knit group in the armed forces, veterans need a strong campus support system to enhance and facilitate their transition. Veterans who enter the college environment tend to be older and have different life experiences than traditional-aged and nonmilitary students. These individuals may have many external demands such as family and jobs and may be contending with a myriad of financial, health, social, and readjustment issues. Failure to appreciate the unique obstacles, complex issues, and diverse needs of this population would result in fewer veterans enrolling in college, and for those that do enroll, would result in a lower probability of reaching their educational goals. The most common core services and functions provided by a veterans' services office are

- assisting with school enrollment and educational benefits application processes, as well as monitoring the progress of the applications;
- gathering, developing, and disseminating resource information;
- observing college curriculum changes and coordinating approval with state veterans agencies;
- advocating for students to the Department of Veterans Affairs;
- monitoring federal/state legislation and the impact on students and operational procedures;
- coordinating services and making appropriate on- and off-campus referrals to federal, state, regional, and local veterans-related agencies;
- providing information about local, state, and federal tuition assistance and tuition waiver programs for veterans and veterans' dependents, and certifying those who are eligible.

In general, the veterans' office refers nonacademic and personal problems to appropriate campus resources, the Department of Veterans Affairs, appropriate state and regional offices, and selected veterans service organizations when their specialized expertise is required.



Staffing and Organizational Structure

The United States Department of Veterans Affairs (VA) monitors and approves programs of study for student veterans. To facilitate this requirement, each campus must authorize a staff member (certifying official) to direct the GI Bill program. The certifying official's responsibility is to serve student veterans, maintain productive exchange with the VA, and comply and coordinate with multiple institutional, state, and federal agencies with regard to mandated laws and regulations. The certifying official is typically housed in student financial aid services or elsewhere in student services departments. Noncompliance with the appointed laws and regulations may result in institutional liability.

A certifying official must demonstrate excellent communication and customer service skills and be proficient in word processing, spreadsheet, and/or database software for tracking and reporting purposes. That staff member must also be knowledgeable of campus, state, and federal resources available to veterans dealing with academic and nonacademic issues. The person in this position is often asked to (a) serve as an adviser to the college's student veterans' club; (b) speak to classes and departments about veterans' programs and issues; and/or (c) reach out to community veterans' groups such as Veterans of Foreign Wars.

The needs and size of each college, along with the demand for veterans' services, influence the staffing level and organizational structure of the campus veterans' affairs office. Most offices are staffed with one or two certifying officials.

The complexity of navigating and understanding state and federal agencies necessitates that each office have at least one or more veteran work-study students.

Physical Facilities

The veterans' affairs office should be a warm and friendly area that is conveniently and centrally located to other student services. Because of the unique complexity and diverse needs of this population, it is best if the office provides safety, acceptance, and in some cases, privacy. It is increasingly important that the office facilities are designed to be accommodating to disabled veterans.

Each veterans' office should have appropriate computer and technology access to allow for the use of the Department of Veterans Affairs electronic certification transmission program. It is also desirable to have additional space to accommodate veteran work-study students.

Quality Indicators

The success of a student veteran begins with the quality of services received, how well one understands the processes and procedures to obtain educational benefits, and the knowledge of how to access on- and off-campus services. There are a number of competencies or outcomes a campus can use to measure quality, including that student veterans

- understand enrollment processes;
- use on-campus and VA processes that are necessary to initiate and maintain educational benefits;
- learn about the education benefits that they qualify for and that apply to their situation as well as what other state and federal funding may be available;
- learn about degree program, career goals, and professional opportunities;
- understand what on- and off-campus services and resources are available to assist with personal, career, and academic success;
- understand the organizational structure and layout of the campus.

Another way to measure quality of services is to have the veterans' office evaluated regularly.

Best Practices

Veterans' services within the community and technical college system are typically operated out of financial aid offices, with the structure of the services centered around accessing educational benefits (such as the GI Bill, Montgomery GI Bill, and VA vocational rehabilitation programs) and monitoring student progress. Most colleges advertise their services in catalogs, brochures, and on their Web sites, highlighting policies and procedures, and publish information on how to access educational information at VA and military Web sites (United States Department of Veterans Affairs, 2007).

The scope and mission of the veterans' office can be expanded through interactions with local federal, state, regional, and county veteran agencies and military service providers. For example, veterans' representatives can present educational benefits information at local military bases to entering and separating troops and participate in the planning of yearly Western Association of Veterans Educators and/or National Association of Veterans Programs Administrators conferences. Increased knowledge and training over these resources will only enhance

the quality of service delivered by this student service, increase a supportive referral base, and create, in turn, a more positive experience of campus life.

The following resources can be of assistance to certifying officials, expanding their knowledge base and improving service for veterans.

Benefits for Veterans

The Washington State Department of Veterans Affairs (WDVA) highlights many benefits for veterans on its Web site ("*Veterans Benefits*," 2007). The WDVA assists veterans as well as their family members and survivors. It advocates for veterans and their families and pursues all federal and state benefits on their behalf.

Emergency Funds

Washington State Guard and Reservists who have participated in Operation Iraqi Freedom (OIF), Operation Enduring Freedom (OEF), or Operation Noble Eagle (ONE) may qualify for any of three separate programs within the Veterans Innovations Program, which provides emergency funds for veterans (WDVA, "Veterans Innovations Program," 2007).

Mental Health Help

Some veterans have difficulty with readjustment, postwar trauma, and other mental health issues. The WDVA has a post-traumatic stress disorder program that provides individual, couple, family, and group counseling services to veterans by licensed mental health professionals offering a wide range of specialized treatment services throughout the state. Services are free to qualified veterans ("*PTSD Counseling Services*," 2007).

Employment Assistance

WorkSource, Washington State's employment service, offers job counseling, job search assistance, and job referral and placement. Local veterans' employment representatives are located at WorkSource offices throughout the state, providing employment help and assistance with the Disabled Veterans Outreach Program (Employment Security Department, 2007; WorkSource, n.d.).

Challenges

Many military personnel are returning home after serving two or more tours of duty in Afghanistan and Iraq. It is estimated that one out of five returning soldiers have a traumatic brain injury. There are more wounded soldiers and amputees as

a result of this war than any other (MSNBC, 2008; U.S. Department of Defense, 2008; USA Today, 2007). While preventative measures are being taken to screen returning troops for post-traumatic stress disorder, war trauma continues to have an impact on some lives.

Community and technical colleges across the state will need to make concerted efforts to be aware and sensitive to the effects of war zone stressors and to understand the hidden barriers, unique obstacles, and complex needs of this population. Some college employees may hold particular fears about this growing class of civilian-warriors, so taking steps to raise awareness may allay their concerns.

A memorandum of understanding (WDVA, 2007) exists between 32 agencies to provide professional and seamless service delivery to returning Washington State members of the Reserves and National Guard and/or their family members. Those that have made a commitment to work together include K-12, higher education, health care authority, employment security, and various veterans' agencies. How this agreement is employed at the local level between each institution is yet to be seen.

Future Directions

Washington State is home to many guard, reserve, and active duty units. The influx of veterans accessing higher education will increase. As community and technical colleges continue to serve and accommodate veterans, the legislature will eventually need to offer financial support in order to provide (a) specialized sensitivity and awareness training to college employees and students; (b) well-trained and enhanced counseling and psychological services or the contracting of such services; (c) necessary disabled services and adaptive equipment and technology; and (d) enhanced job and career services geared toward the needs of veterans. It may be that a specialized and concerted effort will need to be coordinated; for example, employing Dependable Strengths—which uses an articulation process to enhance individual potential—to provide direction with education, training, and employment (Center for Dependable Strengths, n.d.).

Several states have taken the lead on advancing services to veterans on college campuses.

Minnesota

Minnesota has taken steps to address the complex needs of veterans by establishing on-campus vet centers, including WorkSource and veteran

representatives (Minnesota State Colleges and Universities, 2008). Its State Board office and VA have worked closely to provide these services.

Oregon

Oregon has created the *State Volunteer Resource Council Resource Handbook*, a publication that includes contact information for all veteran-related agencies that can help in areas such as benefits, health, and employment (Lane Community College, 2007).

California

As a result of the Troops to College initiative, a subcommittee of the California Veterans Education Opportunities Partnership created the *Veterans Support Teams Guide* (Weston & Putnam, 2007). The document challenges California colleges and universities to develop a comprehensive program of services to assist veterans who are entering postsecondary education by creating a Veterans Support Team on each campus. This team consists of key stakeholders, on and off campus, who are working together to make sure that “no veteran is left behind.”



Ana Roney, BA, is the Veterans Coordinator at Spokane Community College (aroney@scc.spokane.edu).

Peter G. Schmidt, PsyD, LMHC, is the Senior Associate Dean for Student Success and Retention at Edmonds Community College (peter.schmidt@edcc.edu).

References and Resources

- Center for Dependable Strengths. (n.d.). *Mission*. Retrieved February 4, 2008, from <http://www.dependablestrengths.org/about.htm>
- Employment Security Department. (2007). *Veterans' employment services*. Retrieved February 2, 2008, from http://fortress.wa.gov/esd/portal/employment/index_html/veterans
- GPO Access. (2007). *Code of federal regulations: about*. Retrieved February 4, 2008, from <http://www.gpoaccess.gov/cfr/about.html>
- Lane Community College. (2007). *Student veterans resource center*. Retrieved February 3, 2008, from <http://www.lanecollege.edu/stuser/svrc/>
- Minnesota State Colleges and Universities. (2008). *Information for students: Veterans services*. Retrieved February 3, 2008, from <http://www.mnscu.edu/students/veterans/index.html#oncampus>
- MSNBC. (2008). *One in ten returning troops may have brain injury*. Retrieved January 18, 2008, from <http://www.msnbc.msn.com/id/22711522/print/1/displaymode/1098/>
- National Center for Posttraumatic Stress Disorder. (2007). *The Iraq War clinician guide*, 2nd edition. Retrieved February 2, 2008, from http://www.ncptsd.va.gov/nctmain/ncdocs/manuals/nc_manual_iwcguide.html?opm=1&rr=rr1538&srt=d&echorr=true
- U.S. Department of Defense. (2008). *Army aims to better identify soldiers with brain injuries*. Retrieved February 4, 2008, <http://www.defenselink.mil/news/newsarticle.aspx?id=48711>
- United States Department of Veterans Affairs. (2007). *Welcome to the GI Bill Website*. Retrieved February 4, 2008, from <http://www.gibill.va.gov/>
- USA Today. (2007). *20,000 vets' brain injuries not listed in Pentagon tally*. Retrieved January 23, 2008, from http://www.usatoday.com/news/military/2007-11-22-braininjuries_N.htm
- Washington State Department of Veterans Affairs. (2006, November 6). *Partnership for return to readiness/family activity days memorandum of understanding*. Retrieved February 3, 2008, from <http://www.dva.wa.gov/PDF%20files/MOU%20Final%20Nov%206.pdf>
- Washington State Department of Veterans Affairs. (2007). *PTSD counseling services*. Retrieved February 2, 2008, from http://www.dva.wa.gov/ptsd_counseling.html
- Washington State Department of Veterans Affairs. (2007). *Veterans benefits*. Retrieved February 2, 2008, from http://www.dva.wa.gov/veterans_benefits.html
- Washington State Department of Veterans Affairs. (2007). *Veterans innovations program*. Retrieved February 2, 2008, from http://www.dva.wa.gov/Vet_Inn_Pro.html
- Weston, J., & Putnam J. (2007, August). *Veteran support teams guide*. Retrieved February 2, 2008, from http://www.ccco.edu/Portals/4/SS/Vets/vets_07-08/veterans_support_team_guide.doc
- WorkSource. (n.d.). *Veterans unit supervisor*. Retrieved February 2, 2008, from <http://www.wa.gov/esd/ws/whatcom/>

22 Women's Programs

BY TINA WANG

Mission

The mission of women's programs is to promote equal access, full involvement, and opportunities for female students to achieve their full potential at the community and technical colleges of Washington.

An important focus of women's programs is to facilitate the transition of women to higher education through dynamic and comprehensive programs that address instructional, professional, and personal issues. Women's programs act as a catalyst for institutional change through their emphasis on gender equity, diversity, and equal access to all instructional programs and student services. Throughout, emphasis is placed on attaining personal and economic self-sufficiency.

Services and Functions

There has been a steady increase in the number of women who attend community and technical colleges in the state of Washington. In 2005–06, 58.1% of all students in the Washington community and technical college system were female, up from 56.3% in 1997–98 (Washington State Board for Community and Technical Colleges, n.d.).

Women's programs are uniquely poised to assist various populations of female students because of the breadth of programs and services offered. A women's center can often "serve as a port of entry for students" (Miller, 1988, p. 40) by providing orientations, reentry services, or an inclusive and welcoming environment.

The most common populations served by women's programs include single parents, low-income students, displaced homemakers, first-generation students, the academically underprepared, and students of color. Given the fact that many community and technical colleges serve commuter populations, it is "imperative to reach students who are on the run rather than expect them to independently discover the center in their ramblings" (Miller, 1988, p. 38).

The most common core services and essential functions provided by women's programs around the state include

- information referrals;
- resource libraries;
- reentry services;
- outreach activities;
- emergency funding and financial assistance;
- crisis referrals;
- domestic violence awareness and advocacy services;
- workshops and classes on women-centered issues.



Staffing and Organizational Structure

Women's programs should support at least one full-time director, program manager, or coordinator. Programs that receive institutional support and funding are more likely to provide quality programming and services. Clevenger's research indicates that part-time or student staffed/run women's centers suffer from "a lack of continuity caused by a high turnover" that may lead to programs that are "highly transient and generally uneven in quality, and their level of activities vary widely from year to year" (Bengiveno, 2000).

Women's programs in Washington community and technical colleges average two full-time staff, one of which serves as manager or director. The number of dedicated full-time staff may depend on collocation of services with other programs. Women's programs are typically located within the student affairs/student development services organizational framework.

Operating budgets vary considerably, given the variety of funding sources and the increasingly common practice of integrating women's programs with WorkFirst and Displaced Homemaker programs. Most women's programs rely on permanent state funds and to some extent grant funding and money allocated from student activity fees. Auxiliary sources include donations from local community organizations and allocations from college foundations.

Physical Facilities

Of the 34 Washington community and technical colleges, 11 have programs titled either Women's Programs or Women's Center or Women's Services. Not all of these are stand-alone centers; many budgets are supplemented by state funding for WorkFirst or Displaced Homemaker programs.

All women's programs have some permanent space available, yet many are collocated with other offices such as counseling, multicultural or diversity programs, career services, and advising.

Physical space for women's programs is commonly limited to small offices or cubicles; rarely do offices exceed 1,500 square feet. Many of these programs provide counseling or referral services, so it is recommended that a private, safe environment be available in which to work with students.

Quality Indicators

Women's programs use a combination of surveys, interviews, focus groups, and pretests and posttests to assess effectiveness of their services.

The Council for the Advancement of Standards in Higher Education (CAS) indicates that women's student programs and services (WSPS) must "identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes" (2006). Women's programs in Washington address a variety of knowledge, skills, and behavioral outcomes through their comprehensive services.

Examples of student learning outcomes for women's programs are categorized into three types of objectives:

Content or Knowledge Mastery

To fulfill this objective, participants will

- identify community resources;
- identify and clarify personal goals;
- gain awareness of leadership opportunities and global perspectives;
- gain information on careers and professional opportunities;
- gain awareness about domestic violence;
- become aware of cultural competency.

Skills Mastery

To fulfill this objective, participants will

- use resources and referrals;
- develop plans of action;
- learn to self-advocate;
- enhance communication skills.

Attitude and Behavioral Change

To fulfill this objective, participants will

- develop and enhance self-esteem/confidence;
- develop an increased appreciation for diversity;
- experience a reduction in anxiety and increase in confidence, resiliency, and self-reliance;
- be able to voice their own opinions.

These learning outcomes are aligned with CAS standards for women's student programs and services. The outcomes address "intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships,

independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals” (CAS, 2006).

Best Practices

Everett Community College

The Women’s Jail Transition Program is offered by a consortium of providers in Snohomish County, including Everett Community College’s Women’s Services. This is a two-day session providing information and resources on education, housing, child care, transportation, and community resources for the women in the Snohomish County Jail. Women’s Services staff members meet with female inmates every other month to connect with participants. Women’s Services provides inmates with support, encouragement, and information on transitioning to college.

Highline Community College

Highline Community College’s Women’s Programs offers an orientation for prospective students. This free workshop explains specific steps for matriculation, including funding options, resources on and off campus, services available through Women’s Programs, WorkFirst program requirements, testing, and advising.

Edmonds Community College

Edmonds Community College’s Equity and Diversity Center operates a peer mentor program critical to assisting new female students who are academically at risk. Mentors contact their mentees twice per quarter to converse via phone and/or e-mail. A mentor is often integral in assisting their peers how to identify and obtain vital resources to help them stay in school.

Challenges

The most significant and consistent challenge faced by women’s programs is a lack of funding. A 2004 national survey of women’s centers found that 52% of centers “did not have adequate resources to sufficiently run their center” (Kasper, p. 493). This constraint in operations can lead to inadequate staffing and scarcity of resources (physical space, technology, equipment, etc.), which may result in serving fewer students or an overall reduction of services.

Moreover, research intimates an emerging sentiment that “women’s centers (and the struggle for women’s equality) are no longer relevant to the

lives of students, staff, and faculty. Because of this, it is not uncommon for centers to devote some of their energy to documenting the ongoing need for such a resource on college campuses” (Kasper, 2004, p. 495).

Other major challenges reported by local women’s programs are a lack of visibility and poor attendance at events. Women’s programs and centers also struggle against marginalization within their colleges and the misconception of being on-campus social service agencies. It is not uncommon for women’s programs to be “energy-rich and resource-poor” (Plasket, 2002, p. 104).

Future Directions

As women’s programs continue to grow, there is some pressure to develop self-reliant sources of funding to ensure continuation of services. It is becoming increasingly more common to engage in independent fundraising within the local community. Additionally, women’s programs are relying more heavily on the use of student employees and volunteers to fill staffing shortages.

The continuing trend of collocating women’s programs with other student services—such as counseling, advising, and multicultural programs—will necessitate a review of services offered. Women’s programs should clarify the need to have distinct and relevant services for female subpopulations as they constitute the majority of community college students.

Moreover, women’s programs are struggling to maintain relevancy in an era when feminism and women’s rights are less visible. “Women’s centers may not render feminism fashionable but they can improve the educational climate in which . . . women attempt to realize their personal and academic aspirations” (Miller, 1988, p. 37).

Women’s programs can continue to promote involvement in, and pursuance of, nontraditional careers and fields of study as the struggle for equity in education and the workplace continues.

Tina Wang, MEd, is the Student Success Specialist at North Seattle Community College (twang@sccd.ctc.edu).

References and Resources

Bengiveno, T. A. (2000). Feminist consciousness and the potential for change in campus based student staffed women's centers. *Journal of International Women's Studies*, 1, Article #1. Retrieved July 2, 2007, from <http://www.bridgew.edu/SoAS/iwsvol1/bengiven.htm>

Clevenger, B. M. (1988). Women's centers on campus: A profile. *Initiatives*, 51, 3–9.

Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education*. (6th ed.). Washington, DC: Author.

Davie, S. L. (Ed.). (2002). *University and college women's centers: A journey toward equity*. Westport, CT: Greenwood Press.

Dungy, G. J. (2003). Organization and functions of student affairs. In S. R. Komives, D. B. Woodard, Jr., & Associates (Eds.), *Student services: A handbook for the profession* (pp. 339–357). San Francisco: Jossey-Bass.

Kasper, B. (2004). Campus-based women's centers: Administration, structure, and resources. *NASPA*, 41, 487–499.

Mellow, G. O. (1988). Women's centers and women administrators: Breaking the glass slipper together. *Initiatives*, 51, 53–58.

Miller, A. (1988). Introduction. *Initiatives*, 51, 1–9.

Miller, A. (1988). Making feminism matter: The revitalization of a campus women's center. *Initiatives*, 51, 37–43.

Plasket, D. (2002). Uncovering what's there: Fund-raising in women's centers. In S. Davie (Ed.), *University and college women's centers: A journey toward equity* (pp. 91–111). Westport, CT: Greenwood Press.

Washington State Board for Community and Technical Colleges. (n.d.). *1997–98 enrollments and student demographics*. Retrieved August 30, 2007, from http://www.sbctc.ctc.edu/college/_d_acad1997-98.aspx

Washington State Board for Community and Technical Colleges. (n.d.). *2005–06 enrollments and student demographics*. Retrieved August 30, 2007, from http://www.sbctc.ctc.edu/college/_d_acad.aspx



Part Three: **Statewide Operations**



23 Funding for Student Services

BY CHRIS REYKDAL

State Appropriations and State Board Allocations

Washington's community and technical college operating budgets are funded from a variety of sources. Appropriations by the Washington State Legislature from state funds constitute the largest share, on the statewide basis (57%). The next largest share comes from student tuition (18%). Grants and contracts—including Running Start (a Washington State dual high school and college credit program), corrections education programs, international students, and contracts with business and industry—make up the next largest share of college revenues (16%). Miscellaneous local revenues constitute about 9% of college operating budgets and include class/lab fees, student technology fees, facility use fees, program specific fees, and admissions/registration fees as well as corporate donations, grants, and other private donations.

The legislature passes a biennial budget during the odd-numbered legislative years. The budget cycle is July 1 of the odd-numbered year (i.e., 2007) to June 30 of the next odd-numbered year. The legislature regularly passes a supplemental budget in the even-numbered years that mostly comprises technical adjustments, emergent issues, or even reductions due to changing economic forecasts. Though the legislature passes a two-year budget, the entire state, including the community and technical colleges, budget and operate on a fiscal year basis (July 1 to June 30). Every spring the Washington State Board for Community and Technical Colleges (SBCTC) sends an initial allocation of funds to each of the colleges as they prepare budgets for the upcoming fiscal year. This initial allocation typically includes upwards of 90% of all funds colleges may expect to receive in a given year. Later allocations may include funds awarded through competitive processes to provide support for the operation of a new facility should a new building open during the year.

State funds (primarily from the State General Fund and the Education Legacy Trust Account) are allocated to colleges using what is called a base-plus approach. Essentially, the colleges' annual base budgets carry forward from year to year, with the only change being to either increase or reduce budget allocations based on available state resources. In other words, under normal circumstances, a college can expect that its budget for the upcoming year will be the same as its current year budget plus a portion of any new money appropriated by the legislature. New appropriations typically include money for three broad purposes: new enrollments, compensation changes, and facilities money (for operation and maintenance expenses). Occasionally the system will receive new money for defined purposes like technology enhancements, equipment upgrades, or student support money (e.g., student aid, mentoring, counseling, retention funds).

Less than 10% of the funds allocated to the colleges are earmarked and must be used for specific purposes such as services for students with disabilities or child care matching grants. The remaining balance of the allocations may be spent by the colleges in a manner they choose.



Tuition, grant and contract, and local fee revenues are collected, retained, and budgeted by colleges and are not subject to allocation by the SBCTC.

Program Expenditures for Student Services

With the exception of earmarked state funds, local colleges have a great deal of autonomy for budget development. Statewide data shows that expenditures (from all revenue sources) for student services activities remains constant at about 11.5% of total college expenditures (instruction costs are the highest at approximately 52%). Student services expenditures vary a great deal from campus to campus, with the highest being 14.6% and the lowest being 8.4% of total college expenditures.

In recent years, the college system, in partnership with the governor's office and the legislature, has focused additional resources on student retention and persistence. For example, during the 2007 legislative session, the Opportunity Grant program

was expanded from \$8 million per biennium to \$23 million per biennium. The program provides financial aid to low-income students who are pursuing careers in high-demand fields. This program also provides funds for the colleges to provide more intensive services for students (e.g., counseling, advising, mentoring, and coaching). During that same session, the legislature also provided \$4 million in student persistence funds for the 2007–09 biennium.

With an increasing understanding of the critical role of student support services, decision makers across the state are beginning to make larger investments in support services. The college system will continue to look to student services professionals in making the case to continue this trend of investment. It will be up to student services leaders to identify best practices and measures of effectiveness, relying on data-driven outcomes such as student persistence rates, program completion, and related documentation of the contributions student services makes to students' success.

Chris Reykdal, MPA, is the Director of the Administrative Services Division at the Washington State Board for Community and Technical Colleges (creykdal@sbctc.edu).



24 Washington Community and Technical College System

BY SUZY AMES AND NANI JACKINS PARK

The vision of the Washington State Board for Community and Technical Colleges (SBCTC) is to build strong communities, individuals, and families, and achieve greater global competitiveness and prosperity for the state and its economy by raising the knowledge and skills of the state's residents (2006, p. 1).

The SBCTC's nine board members are appointed to four-year terms by Washington State's governor. The SBCTC board and staff members are responsible for administering the Community and Technical College Act and providing leadership and coordination for the community and technical college system. The SBCTC office has three main divisions that support the colleges: Administrative Services, Educational Services, and Financial Services (SBCTC, n.d., "About Us").

System Direction

In fall 2006, the SBCTC established a 10-year plan with three primary goals for the community and technical college system:

- **Economic Demand:** Strengthen state and local economies by meeting the demands for a well-educated and skilled workforce
- **Student Success:** Achieve increased educational attainment for all residents across the state
- **Innovation:** Use technology, collaboration, and innovation to meet the demands of the economy and improve student success

The report *System Direction* is the framework for the SBCTC's legislative and policy priorities (SBCTC, 2006).

System Organization

The SBCTC's vision is the overarching purpose that drives the 34 community and technical colleges. The colleges translate this vision into four key areas of education: workforce, transfer, basic skills, and continuing education (SBCTC, n.d., "Education Services Division").

The Washington State Student Services Commission (WSSSC) is an organization of vice presidents and deans of student services from each community and technical college in the state. It is responsible to the Washington Association of Community and Technical Colleges (WACTC), the association of community and technical college presidents.

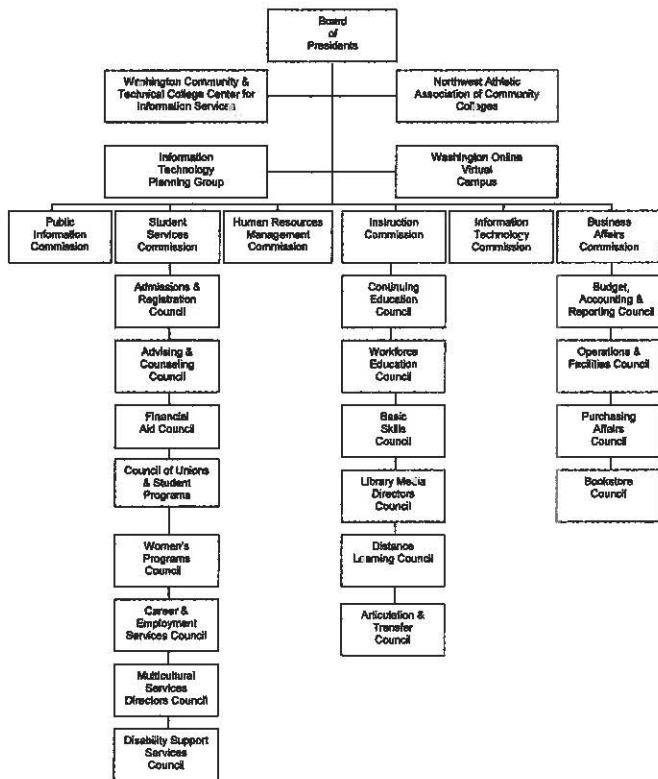
WSSSC has eight councils, whose members have expertise and responsibility for a specific function within the larger student services arena. WSSSC and its councils help the colleges keep in touch with the SBCTC through an organized system of groups.

As shown in Figure 1, WSSSC is one of six commissions reporting to WACTC. Information and ideas flow up and down, from the SBCTC through the councils and commissions, and from the councils and commissions through the presidents to the SBCTC.



Figure 1

Washington Association of Community and Technical Colleges



Annual Budget Request

The SBCTC establishes the system's annual budget request to the governor, with input from colleges and trustees. College administrators work through their councils and commissions to bring issues forward for consideration in the system's budget request. The presidents, SBCTC board members, and trustees each develop their best ideas for the upcoming legislative session. The Joint Legislative Taskforce, which includes representatives from those groups and the labor unions, provide a recommendation to the SBCTC for consideration. Once the package is complete, the SBCTC staff assists the colleges in developing common messages and provides information to the Washington State Legislature on behalf of all community and technical colleges.

Challenges

With its *System Direction*, the SBCTC has signaled a desire to be more involved in setting the direction for the colleges in order to meet the demands of the state. The stakes are high, and the college system is being asked to do more than ever to prepare Washington's future workforce to compete in the global economy. As the *System Direction* details, employers are already going without the skilled workers they need to compete. This will only

continue to worsen as the baby boomers retire and fewer skilled people are available to take their place. The challenges for two-year colleges to meet these demands are significant. However, success is the only option, for the sake of the state and its residents.

Responsiveness

These challenges are being felt at the college level through greater demands from local communities. Business leaders are looking to colleges to train more of their current employees to provide them with the skills and knowledge needed to be competitive. Programs such as the Job Skills Program and the Customized Employee Training Program are designed to formally link colleges with employers to offer this continued training. Programs that align the colleges and local employers are continually becoming more prevalent (SBCTC, n.d., "Job Skills Program;" SBCTC, n.d., "Customized Training Program").

Student Achievement

The SBCTC approved the Student Achievement Initiative in September 2007 as a response to the demand for more skilled employees. Through this initiative, colleges are rewarded for the success of each student. As students make progress toward their educational goals, colleges receive points for students' successes and attainment. Points are later translated into funding increases.

While colleges track many accountability measures, this is the first systemwide attempt at tracking student achievement (SBCTC, n.d., "Student Achievement Initiative").

Articulation Between Student Services and Instruction

Educators have grown increasingly aware of the need to integrate programs and services across campuses to support student success and attainment. Examples of these partnerships include the Opportunity Grant program, which combines innovative instruction, financial assistance, and intensive support services to help low-income adult students progress further and faster along career pathways. WorkFirst and I-BEST programs also call for greater coordination across student services and instructional areas to ensure seamless provision of educational programs that are relevant and responsive to students' needs.

Intercollege Relations Commission

The Intercollege Relations Commission (ICRC) is a unit of the Washington Council on High School College Relations. Its goal is to facilitate transfer between institutions for all students pursuing baccalaureate degrees in Washington State. Members meet twice a year for the purpose of information dissemination and education. In addition, ICRC works closely with the Higher Education Coordinating Board, Council of Presidents, Articulation and Transfer Group, Joint Access Oversight Group, the SBCTC, and other organizations to assist with projects related to transfer articulation and higher education legislation. Membership is composed of representatives appointed by the presidents of all public baccalaureate universities and community and technical colleges, as well as many private colleges in Washington State.

Achieving the Dream

Data is one of the new key drivers to finding ways to increase student success. Achieving the Dream is a multiyear national initiative that supports participating colleges implement strategies designed to help more students—particularly students of color and low-income students—earn degrees, complete certificates, or transfer. Achieving the Dream emphasizes the use of data to identify effective practices, improve student success rates, and close achievement gaps. Six two-year colleges in Washington are participating in this project, with the hope that all 34 colleges will benefit from their learning (Achieving the Dream, n.d.; SBCTC, n.d., “Student Success Programs”).

Integrated Basic Education and Skills Training

Washington State is one of the leaders in helping adults learn basic education. In 2004, 10 colleges piloted a new program that combines workforce and basic skills instruction into a cohesive program called Integrated Basic Education and Skills Training (I-BEST). Students in the I-BEST pilots earned five times more college credits and were 15 times more likely to complete a workforce education program than other ESL students with the same goals. Now, I-BEST has spread across the entire system. Since systemwide implementation, some I-BEST students report higher rates of retention and completion, and earn higher grades, than both ESL students and traditional workforce students (SBCTC, n.d., “Student Success Programs”).



Opportunity Grants

In 2006, 10 colleges piloted the Opportunity Grant program to help get low-income adults to the educational *tipping point* and beyond. The tipping point has been identified as 45 college credits and a college certificate, which gets an adult to self-sufficiency. Students accepted into the Opportunity Grant program receive financial aid and wraparound student services while they enroll in workforce education programs to earn degrees and certificates.

The pilots showed excellent results, with more than 80% of students staying in school and completing the first year of classes. In 2007, the Opportunity Grants were funded for all 34 community and technical colleges. Students receive awards between \$2,800 and \$3,800 for tuition and fees, books, supplies, tools, and equipment. Transportation and child care can be funded on an emergency basis. Each college's direct costs for infrastructure and support services—such as counseling and advising, mentoring, tutoring, outside-of-the-classroom support services, and campus project coordinator—are also supported by the grants (SBCTC, n.d., “Student Success Programs”).

State Need Grant

Washington State's flagship financial aid program, the State Need Grant (SNG) provides assistance to students whose family incomes do not exceed 70% of the state's median family income. To be eligible for an SNG award, students must complete and submit a Free Application for Federal Student Aid (FAFSA), be a resident of Washington State, demonstrate financial need, be an undergraduate, enroll for at least three credits, and enroll in an eligible program.

Eligible programs are those that are at least 24 quarter hours (16 semester hours) in length and lead to a postsecondary vocational certificate or degree. Completion must prepare the student for gainful employment in a recognized occupation. Students can use the grants at public two- and four-year colleges and universities and many accredited independent colleges, universities, and career schools in Washington (Washington Higher Education Coordinating Board, n.d.).

WorkFirst

WorkFirst is Washington State's welfare reform program that helps people in low-income families become self-sufficient. Its three main goals are to

- reduce poverty by helping people get and keep jobs;
- sustain independence by helping people keep and improve jobs;
- protect children and other vulnerable residents by providing for child care and stopgap funding for emergency situations.

WorkFirst enables participants to gain the skills necessary for higher wages, better jobs, and further advancement. Community and technical colleges perform the vast majority of education and job preparation training for WorkFirst recipients throughout the state (SBCTC, n.d., “WorkFirst”).

High School Programs

There are three programs that assist high school students who are prepared to take college courses.

Running Start

Running Start is a program that allows 11th- and 12th-grade high school students to take college courses at community and technical colleges as well as at Washington State, Eastern Washington, and Central Washington universities; The Evergreen State College; and Northwest Indian College. Students earn both high school and college credits for these courses, accelerating their progress through the education system. Students do not pay tuition, but they do buy their own books and provide their own transportation.

College in the High School

College in the High School programs provide college-level academic courses in high schools to serve qualified high school students. Programs are established through a contract between a high school and a college or university. The classes are typically taught by high school instructors who meet the credentials criteria for teaching at the college or university level.

Tech Prep

Tech Prep is a cooperative effort between K–12 schools, community and technical colleges, and the business community to develop applied integrated academic and technical programs. These professional-technical courses are taught on high school campuses by high school instructors. The instructors work with local colleges to ensure the courses are taught at the college level and articulate to the college program (SBCTC, n.d., “High School/College Programs”).

Transition Mathematics Project

The Transition Mathematics Project (TMP) is designed to help students successfully progress from high school math to college-level math. The TMP identifies the math skills and knowledge high school graduates need to complete college-level work, meet minimum admission requirements, and avoid remediation upon enrolling in college. Faculty and administrators from K–12, two-year colleges, and universities work together to develop best practices to better prepare high school students for college-level math (SBCTC, n.d., “Student Success Programs”).

Suzy Ames, MBA, is the Director of Communications at the Washington State Board for Community and Technical Colleges (sames@sbctc.edu).

Nani Jackins Park, MA, is the Director of Student Services at the Washington State Board for Community and Technical Colleges (njackinspark@sbctc.edu).

References and Resources

Achieving the Dream: Community Colleges Count. (n.d.). *What is Achieving the Dream?* Retrieved January 2, 2008, from <http://www.achievingthedream.org/>

Washington Higher Education Coordinating Board. (n.d.). *State Need Grant program administration*. Retrieved January 2, 2008, from <http://www.hecb.wa.gov/financialaid/sng/sngindex.asp>

Washington State Board for Community and Technical Colleges. (2006, September). *System direction: Creating opportunities for Washington's future*. Retrieved January 2, 2008, from http://www.sbctc.ctc.edu/docs/sbctc_system_direction_final.pdf

Washington State Board for Community and Technical Colleges. (n.d.). *About us*. Retrieved January 2, 2008, from http://www.sbctc.ctc.edu/general/a_index.aspx

Washington State Board for Community and Technical Colleges. (n.d.). *Customized Training Program*. Retrieved January 2, 2008, from http://www.sbctc.ctc.edu/college/_e-wkforcecustomizedtraining.aspx

Washington State Board for Community and Technical Colleges. (n.d.). *Education services division*. Retrieved January 2, 2008, from http://www.sbctc.ctc.edu/college/e_index.aspx

Washington State Board for Community and Technical Colleges. (n.d.). *High school/college programs*. Retrieved January 2, 2008, from http://www.sbctc.ctc.edu/college/_e_hschoolcollegeprogs.aspx

Washington State Board for Community and Technical Colleges. (n.d.). *Job Skills Program*. Retrieved January 2, 2008, from http://www.sbctc.ctc.edu/college/_e-wkforcejobskillsprogram.aspx

Washington State Board for Community and Technical Colleges. (n.d.). *Student Achievement Initiative*. Retrieved January 2, 2008, from http://www.sbctc.edu/college/_e_studentachievement.aspx

Washington State Board for Community and Technical Colleges. (n.d.). *Student success programs*. Retrieved January 2, 2008, from http://www.sbctc.ctc.edu/college/_e_studentsuccess.aspx

Washington State Board for Community and Technical Colleges. (n.d.). *WorkFirst*. Retrieved January 2, 2008, from http://www.sbctc.ctc.edu/college/_e-wkforceworkfirst.aspx

Washington State Organizations

Washington State Board for Community and Technical Colleges (SBCTC)

Olympia, WA 98504-2495 <http://www.sbctc.ctc.edu>

The SBCTC is authorized by statute to employ an executive director and a staff to be responsible for administering Washington State's Community and Technical College Act and providing leadership and coordination for the community and technical college system. The SBCTC's Web site provides considerable information about Washington's community and technical colleges and a means to link to the Web sites of each of the institutions as shown below.

Washington State Student Services Commission (WSSSC)

<http://www.cis.ctc.edu/pub/groups/wsssc>

WSSSC is an organization of vice presidents and deans of student services from the 34 Washington community and technical colleges. It is responsible to the Washington Association of Community and Technical Colleges (WACTC), which is the community and technical colleges' presidents' association. It serves to help strengthen student services by extensive networking, joint problem solving, and partnerships on statewide and other projects and initiatives.

Washington State Community and Technical Colleges

Bates Technical College
Tacoma, WA 98405

Bellevue Community College
Bellevue, WA 98007-6484

Bellingham Technical College
Bellingham, WA 98225

Big Bend Community College
Moses Lake, WA 98837

Cascadia Community College
Bothell, WA 98011

Centralia College
Centralia, WA 98531-4099

Clark College
Vancouver, WA 98663

Clover Park Technical College
Lakewood, WA 98499

Columbia Basin College
Pasco, WA 99301

Edmonds Community College
Lynnwood, WA 98036

Everett Community College
Everett, WA 98201

Grays Harbor College
Aberdeen, WA 98250

Green River Community College
Auburn, WA 98092-3622

Highline Community College
Des Moines, WA 98198

Lake Washington Technical College
Kirkland, WA 98034-8506

Lower Columbia College
Longview, WA 98632

North Seattle Community College
Seattle, WA 98103

Olympic College
Bremerton, WA 98337-1699

Peninsula College
Port Angeles, WA 98362

Pierce College Fort Steilacoom
Lakewood, WA 98498

Pierce College Puyallup
Puyallup, WA 98374

Renton Technical College
Renton, WA 98056

Seattle Central Community College
Seattle, WA 98122

Seattle Vocational Institute
Seattle, WA 98144

Shoreline Community College
Shoreline, WA 98133-5696

Skagit Valley College
Mount Vernon, WA 98273

South Puget Sound
Community College
Olympia, WA 98512

South Seattle Community College
Seattle, WA 98103

Spokane Community College
Spokane, WA 99217-5399

Spokane Falls
Community College
Spokane, WA 99224-5288

Spokane Institute for
Extended Learning
Spokane, WA 99224-5228

Tacoma Community College
Tacoma, WA 98466

Walla Walla Community College
Walla Walla, WA 99362

Wenatchee Valley College
Wenatchee, WA 98801

Whatcom Community College
Bellingham, WA 98226

Yakima Valley
Community College
Yakima, WA 98902

Acknowledgments

Steering Committee

Rich Haldi, MS

Practitioner's Guide Project Coordinator
Vice President for Student Services
Everett Community College

Jonathan Brown, MA

Practitioner's Guide Editor and Editorial Board Chair
Associate Dean for Student Programs and Leadership
Highline Community College

Steven W. Bays, MA

Acting Vice President of Student Services
Spokane Falls Community College

Ana Hernández Blackstad, MEd

Director of Student Advising & Support Services
Cascadia Community College

Penny Butters, BA

Director, Recruitment and New Student Entry Center
Spokane Falls Community College

Stephen Coates-White, MEd

Counselor
South Seattle Community College

Laura Hedges, BA

Women's Services Manager and Gender Equity Specialist
Diversity and Equity Center
Everett Community College

Nadine Hibbs, BA

Director of Financial Aid/Scholarships
Grays Harbor College

Mari Kruger, PhD

Director of Student Life
Pierce College Puyallup

Richard L. MacLennan, EdD

Vice President of Student Services
Olympic College

Patty Nelson, MA

Director of Student Development
Pierce College Puyallup

Agnes B. Steward, MEd

Assistant Director for Student Development
Pierce College Fort Steilacoom

Shawn Wash, MA

Director of Marketing and Outreach
Spokane Community College District: Institute for Extended Learning

Linda P. Woiwod, MS

Dean, Student Services
Skagit Valley College

Tina Young, MEd

Director of Multicultural Initiatives
Seattle Central Community College

Editorial Board

Jonathan Brown, MA

Practitioner's Guide Editor and Editorial Board Chair
Associate Dean for Student Programs and Leadership
Highline Community College

Rich Haldi, MS

Practitioner's Guide Project Coordinator
Vice President for Student Services
Everett Community College

Ana Hernández Blackstad, MEd

Director of Student Advising and Support Services
Cascadia Community College

Nadine Hibbs, BA

Director of Financial Aid/Scholarships
Grays Harbor College

Richard L. MacLennan, EdD

Vice President of Student Services
Olympic College

Linda P. Woiwod, MS

Dean, Student Services
Skagit Valley College

Production and Development

Suzy Ames, MBA
Practitioner's Guide Project Marketing Specialist
Director of Communications
Washington State Board for Community and Technical Colleges

Dana Anderson, BA
Practitioner's Guide Proof Editor
Campus Program Coordinator
Seattle Pacific University

Kari Coglon Cantey, BA
Practitioner's Guide Project Copyeditor
Red Pen Productions

Jennifer Cinq-Mars, BA
Practitioner's Guide Proof Editor
Reidy Collegium Coordinator
Seattle University

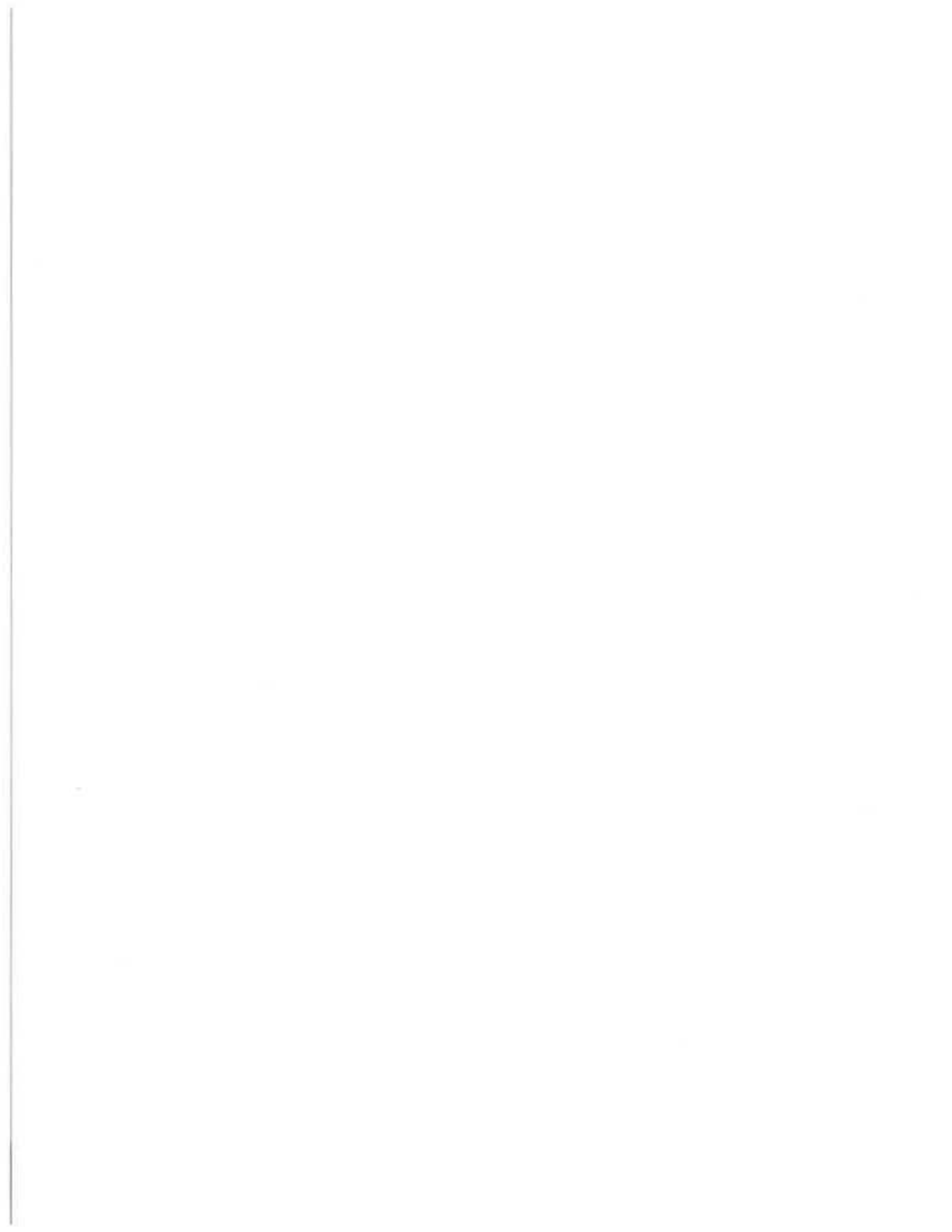
Jessie Gillespie, AFA
Practitioner's Guide Cover Designer
Staff Graphic Designer, Student Activities
Everett Community College

Sherry Nelson Reichert, MEd
Practitioner's Guide Project Marketing Specialist
Marketing Communications Specialist
Washington State Board for Community and Technical Colleges

Dennis Ryan, AAS
Practitioner's Guide Project Designer
Graphic Designer Senior
Everett Community College

Cortney Woolett, BA
Practitioner's Guide Proof Editor
Leadership Programs Advisor
Highline Community College







In praise of Student Services in Community and Technical Colleges: A Practitioner's Guide (4th edition)

Jeremy Stringer, Seattle University

The fourth edition of the *Student Services in Community and Technical Colleges: A Practitioner's Guide* is an excellent resource for student services professionals. Both experienced practitioners and novices can use the handbook in order to take their practices to a higher level. In my present role as director of the Student Development Administration program at Seattle University, I have visited all of Washington State's community and technical colleges. The professionalism of the student services staff in Washington's community colleges never ceases to amaze me. The educators in our community colleges surely must be the envy of every other state in the country! One of the reasons why our system's professionals stand out is their commitment to excellence. This is reflected in this edition of the handbook.

There are several reasons why this edition of the *Practitioner's Guide* is essential reading for student services professionals. Although these reasons might be slightly different for another reader, for me, they include the following: its ease of navigation, its authors, its contemporary content, and its comprehensiveness.

Readers can easily navigate through the *Practitioner's Guide*. The chapters have a congruent organizational structure. One could read the handbook all the way through from the beginning, or one could turn to a single chapter and know exactly what to expect.

The authors of the *Practitioner's Guide* are experts in the field. One could make a very good case that they are all scholars, and it is the scholarship of practice in which they excel. Boyer called this form of scholarship the "scholarship of application." The authors' gift to us is their articulation of how their knowledge can be applied.

The content of the *Practitioner's Guide* is exceptional. All of the chapters have sections on best practices, quality indicators, and challenges. Because best practices in student services are of particular interest to me, I first read the handbook by reading all of these sections. Scarcely an off note was struck in the entire manual. The sections on quality indicators endeavor to document the excellence in student services. And the parts that point out challenges make clear that student services cannot rest on past laurels, but must continually confront and overcome current and future obstacles.

Finally, the comprehensiveness of the manual is impressive. Who could not come away from this volume without feeling tremendous respect for the wide-ranging array of professional services offered to the students in our community and technical colleges? Practitioners in the system, as well as students of it, will find this an impressive and helpful volume of practical wisdom and insightful observations.

About the Author

Jeremy Stringer, PhD, is the founder and director of the master's program in Student Development Administration at Seattle University. This program has educated many student services professionals who practice in Washington's community and technical colleges. Stringer earned his doctorate in educational administration (higher education) from the University of Wisconsin-Madison. He has been a vice president for student development, an associate provost, and both an academic and student services department chair.

Appendix IV

WSSSC Letter of Permission for Copyright Use



Washington State Student Services Commission

Jonathan Brown, Ed.C.
EDLPS at University of Washington
3238 37th Avenue South
Seattle, WA 98144

April 16, 2015

Dear Jonathan,

This letter is to document you have been granted permission to use and submit the copyrighted content of the 2008 version of the student services manual, Student Services in Community and Technical Colleges: A Practitioner's Guide 4th Edition as an appendix in your published 2015 doctoral dissertation from the University of Washington. Washington State Student Services Commission (WSSSC) is the entity who authorized, collected, edited and published the materials, and as such, the Commission holds the authority to release these permissions to individuals.

Permission for this action was granted at the January 2015 meeting of the WSSSC Executive Committee and I am communicating it to you as the elected President of WSSSC. On behalf of the Washington State Student Services Commission, we wish you the best as you pursue your doctorate and commend you for adding to the body of research and literature in the field of student development, higher education and student success.

Sincerely,

Lisa Matye Edwards, PhD
WSSSC President 2014-2015
Vice President for Student Success
Lower Columbia College
360.442.2301