ABSTRACT
        This colloquium report presents four views on the
future of student services in the two-year college. First, "Student
Development Philosophy: A Perspective on the Past and Future," by
Terry O'Banion, discusses the origins of the student development
profession, the emerging "student development model," and the
projected impact of the quality reformation, educational technology,
finances, and the community college mission. Next, "Student
Development and College Services: A Consumer Perspective," by Ernest
R. Leach, reviews the "in loco parentis," student services, student
development, and consumer models of student development and personnel
services. In "Student Developers--Partners in Student Success," Lee
Noel and Randi Levitz define the roles of the student services
professional as the educational interpreter and the essential
learning agent, contending that the key to attracting and retaining
students is a focus on identifying and developing competencies for
the information age. "A President's Perspective on Effective
Leadership in Student Services," by Paul A. Elsner, asserts that
integration of student and instructional services will be a necessary
ingredient to successful educational programs, suggesting that a
human resources management philosophy holds promise for student
development professionals. The concluding presentation, "1984
Traverse City Statement: Toward the Future Vitality of Student
Development Services," by John S. Keyser, reaffirms the philosophy
and purpose of student development services in the two-year college,
defines the major issues facing the profession, and puts forth an
agenda for local and national action. (EJV)
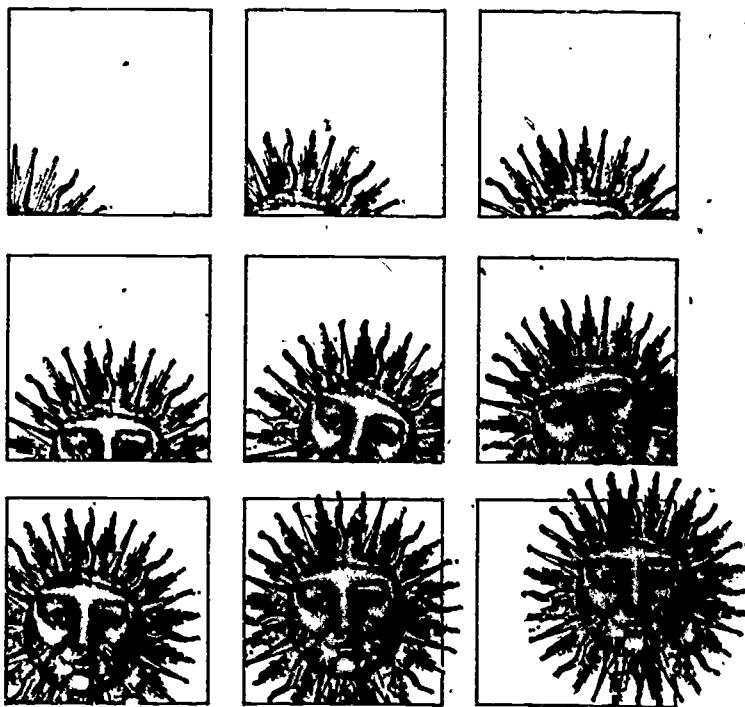
TOWARD THE FUTURE VITALITY OF STUDENT DEVELOPMENT SERVICES

Summary report of a colloquium
held at Traverse City, Michigan
August 1984

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John S. Keyser

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Foreword

Community, technical, and junior colleges, because of their commitment to meeting the educational needs of their communities, are more than any other sector of higher education intensely student centered, and a major key to their growth and success is meeting students at the point of student need rather than the point of college need. A dual commitment to opportunity for all students and to excellence in educational outcomes has required these institutions to provide services that guarantee success to students with a wide range of individual differences. Community colleges have become known as "caring colleges" where students can receive the help they need to overcome whatever obstacles and problems stand in their way. Much of this reputation is due to student development professionals who are constantly seeking ways to improve their skills and services.

Those who work in student development and student services at community, technical, and junior colleges have undertaken one of the most difficult jobs in all of higher education. Not only are they committed to helping students achieve their academic goals, find satisfying employment, and develop personally, they have elected to work in institutions that serve full and part-time students, students of all age ranges, students who range academically from the highly talented to those needing special assistance, and students whose financial status and employment needs place special demands on the student development services of their colleges.

The National Council on Student Development is to be commended for its work leading to the publication of *Toward the Future Vitality of Student Development Services*. This report should be of great interest and assistance, not only to community college personnel who work directly in areas related to student development, but to all members of community, technical, and junior college faculties and administrations. The American Association of Community and Junior Colleges is proud to endorse this publication of its affiliated council, the National Council on Student Development.

Dale Parnell, *President*
American Association of Community and
Junior Colleges

Acknowledgments

Introduction

John S. Keyser

This is a summary report of a national colloquium on "The Future Vitality of Student Development Services in the Two-Year College." Sponsored by The American College Testing Program and the National Council on Student Development, an affiliate council of the American Association of Community and Junior Colleges, 31 two-year college student development leaders from the United States and Canada convened at Northwestern Michigan College in Traverse City, Michigan, in August 1984. Most of the administrative costs for the colloquium and the publication and distribution of this book were borne by The American College Testing Program.

Four presenters helped stimulate and clarify the thinking and discussion that culminated in *The 1984 Traverse City Statement: Toward the Future Vitality of Student Development Services* in the two-year college (chapter 5). The Statement identifies contemporary issues and challenges facing student development professionals and suggests an agenda for action at the local level and at the national level. Chapters 1-4 contain the essence of the four main presentations of the colloquium. (In some cases, they have been revised and expanded.)

Terry O'Banion, who served as the able conference facilitator, opened the colloquium with a paper entitled "Student Development Philosophy: A Perspective on the Past and Future." His challenge to action is based on the observation that the student services function appears to be no better off today than it was 20 years ago. He reviews the philosophic elements of regulation, assessment, counseling, and maintenance—the cornerstones of the student personnel profession. He then discusses the emerging "Student Development Model," with its roots in humanistic psychology. This model is founded on the values of the 1980s, markedly different from those of the 1960s. Of critical importance to the new philosophy will be the manner in which student development professionals deal with quality reformation, educational technology, financial constraint, and the community college mission. At the least, each of these themes poses challenges and opportunities. At the most, they represent mandates for creative change. In closing, O'Banion notes that because there is a philosophical and historical congruence between student development and the community college, student development professionals have a broad responsibility to define models for the future.

In "Student Development and College Services: A Consumer Perspective," Ernie Leach reviews the *In Loco Parentis* Model, the Student Services Model, and the Student Development Model. He observes that while the *In Loco Parentis* Model was too narrowly institution-oriented, both the Student Services Model and the Student Development Model were too narrowly student-oriented. The Consumer Model for student development and college services asks four basic questions: (1) Who are the consumers? (2) What are their needs? (3) What are the appropriate responses to identified needs? and (4) How can the effectiveness of responses be evaluated?

Consistent with Maslow's hierarchy of needs, students have a hierarchy of personal support needs, educational support needs, and devel-

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opmental support needs that community colleges must meet to be effective. These needs should be met by *entry services*, which assist students in access to the college; *support services*, which include personal support, educational support, and developmental support while students are enrolled; and *transition services*, which assist students in the passage from college to continued education or employment.

According to Leach, "The Consumer Model suggests a broader definition of consumers, one that includes the college, the students, and the community. It proposes careful identification of consumer needs, the development of services directly responsive to those needs, and the evaluation processes for determining the effectiveness of responses."

Leach concludes that the Consumer Model implies a new mission for student development and college services in the community college of the 1980s. This mission comprises the following goals: "(1) to satisfy institutional needs for enrollment management, records management, governance, staff development, and resource development; (2) to satisfy student needs for access, student development, and transition to continued education or work; and (3) to satisfy community needs for information, facilities and programs, and manpower and economic development."

Lee Noel's presentation was formalized into chapter 3, "Student Developers—Partners in Student Success," with the aid of his colleague Randi Levitz. Noel and Levitz contend that educators have typically valued the inputs to the system and ignored the outputs or the, "value added" to students. The key to attracting and retaining students will be a continuing focus on identifying and developing competencies for the information age.

In the view of Noel and Levitz, community-based colleges might better be called *talent centers*, which would be philosophically and financially committed to the notion of student success and require a "tight web of academic and student services." They see the student services professional playing two primary roles: the *educational interpreter*, whose responsibility is to define and communicate the intended outcomes of the educational program; and the *essential learning agent*, directing, managing, and encouraging students to build patterns of increasing success. In this approach, student development professionals, working with their instructional counterparts,

would get students started right and stay close to them throughout the educational process. In addition, they would be following a research-proven path.

Paul Elsner presented the fourth paper, "A President's Perspective on Effective Leadership in Student Services." Like O'Banion, Elsner is concerned with the lack of a contemporary model for student services that inspires consensus or excitement. Student development professionals will be challenged to compete for scarce resources, especially since they have not always been able to clearly document what they do for students. Technology in the student services area has the potential to overcome the randomness of personal contact that makes "community colleges susceptible to the same impersonalization as big government." Integration of student services and instructional services will be a necessary ingredient of successful educational programs.

Elsner suggests that a human resources management philosophy, presently evolving in certain corporations, holds promise for student development professionals. The turbulence of modern society, says Elsner, has served up a "whole range of problems and challenges that alter our fundamental orientations, our roots, and our references." As geographic, demographic, and economic transformations occur, student development professionals are uniquely placed to help individuals develop survival skills and cope with the inherent conflicts and contradictions of our stressful society. Community colleges and student development professionals must strive to renew, adapt, and transform. Elsner's analogy is that community colleges must become "amphibians."

The final chapter is the complete text of the 1984 *Traverse City Statement: Toward the Future Vitality of Student Development Services*. It sets forth a philosophy and purpose for the student development professional, identifies seven major issues or challenges, and recommends an agenda for national and local action for each. The seven major issues/challenges are: (1) Contributing to Quality Reaffirmation and Program Accountability; (2) Strengthening Partnerships with Community Constituents; (3) Strengthening Partnerships with Organizational Constituents; (4) Creatively Managing Resources; (5) Creatively Managing Enrollments; (6) Using Educational Technology; and (7) Integrating Student Development into the Educational Experience.

The Traverse City Statement is an out-

growth of efforts under way by the National Council on Student Development to assess and energize the role of the student development professional. The Council's initial aim is to stimulate a constructive dialogue concerning the major issues and challenges confronting the profession and to begin developing an agenda for action on both local and national levels.

The Traverse City Statement is not intended to have philosophical breadth or to provide the specifics of program renewal. Rather, it is aimed at defining strategic directions for the manager/leader concerned with the health of the profession and with organizational improvement. The Statement assumes that student development professionals must be both specialists and generalists to be most effective in the community

college. A broad and comprehensive role is implied, one that necessarily links the activities and concerns of student development professionals with those of instructional, community education, and public relations professionals.

The Traverse City Statement also constitutes a strategic plan for the National Council on Student Development. Most of the actions recommended for the national level have been translated into comparable and measurable objectives by the Council.

Note: Four copies of this report have been sent to each community college in the country. Additional copies are available from The American College Testing Program or the National Council on Student Development.

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Student Development Philosophy: A Perspective on the Past and Future

Terry O'Banion

Twenty years ago, the Carnegie Corporation gave the American Association of Community and Junior Colleges approximately $100,000 to study the status of student personnel programs in community colleges. It was the first time in the history of community colleges that such a national study had been undertaken to review and report on the development, status, and future outlook of one of the most important educational functions in the community college. The national project, directed by Max Raines, was one of the most thorough studies ever undertaken regarding the student personnel function in higher education. T. R. McConnel from the University of California at Berkeley, who served as chairman of the National Advisory Committee, summarized the outcomes of the project. He said that student personnel programs in community colleges were "woefully inadequate."

Twenty years later, Paul Elsner, chancellor of the Maricopa Community Colleges, writing in *Issues for Community College Leaders in a New Era*, said:

No genuine consensus exists about the nature of, need for, or direction of community college student service programs. A model for change seems to elude most leaders . . . leaders of community colleges and student service staffs agree on one point: Student services need to be redesigned. The student service function needs an infusion of new ideas, new approaches, and a new reason for being.[1]

Interestingly enough, Elsner's quote would have been applicable twenty years ago, and

McConnel's quote would have been just as applicable today. The student personnel function appears to be no better off today than it was twenty years ago, and perhaps twenty years before that. The reasons are complex but can be explained, in part, by the checkered history of the student personnel profession and by the challenging problems of the time faced by all segments of higher education, problems that have particular significance for student personnel programs in community colleges. In the following sections of this paper, I will briefly review some of the historical dimensions that continue to affect the student personnel profession today and will outline several of the more challenging problems for the continuing development of the student personnel profession.

Perspectives on the Past

The student development profession did not have the most elegant of beginnings. In the late 1800s and early 1900s, as colleges expanded to serve increasing numbers of students, the monitoring of student behavior became a major problem. New staff members were employed to assist with this problem, and they carried titles like "warden," "proctor," and "monitor." Even today,

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the student personnel office at the University of Toronto in Canada is titled the Office of the Warden.

The concept of *in loco parentis* formed the major philosophical underpinning for much of the student personnel function from the 1900s well up into the 50s. Deans of men and deans of women followed on the heels of wardens and proctors to act as substitute parents to ensure proper behavior from students.

The concept of *in loco parentis* has been much misunderstood. At its worst, it has been described as a highly regulatory function in which deans of men and deans of women played the part of ogres and control agents. At its best, however, the concept of *in loco parentis* was interpreted and implemented by compassionate human beings committed to concepts of education for self control and responsible citizenship. Facts usually end up as fodder for ideology, and so the truth of the practice of the concept will probably always escape careful analysis. What is present today as a result of this focus on discipline and regulation is a lingering perception on the part of some presidents and faculty that the function of student personnel is to make students behave properly. Those residual perceptions continue to color and hamper the development of a new and dynamic philosophy for the student development profession today.

Some of the early philosophers of the community college movement perceived the community college as a sorting mechanism to cull out those who should go on to four-year colleges and to channel others into useful work for the society. While few would describe the function of the community college today in such blunt language, there still lingers a strong view of the community college as a sorting institution. If sorting is to work, then assessment is the process by which it works. Therefore, the assessment function has played an important role in structuring student personnel philosophy in the community college. A very large assessment industry now exists in American education to help colleges determine aptitudes, abilities, interests, and values of students so that they can be better served by the institution.

In the 1960s, following the Free Speech Movement and the resulting upheaval in American education, assessment appeared to be in a state of decline. When colleges allowed students to select their own programs with no requirements from the college, assessment was not greatly in demand. In the passion for democracy and free choice, some

misguided educators (including this author) threw out the baby with the bathwater.

In the 1970s, the assessment function again came to the fore in American education as colleges struggled with a diversity of students never before seen in institutions of higher education. Supported by the Quality Reformation of the 1980s, assessment is, again, a key force in education and is giving new impetus to the student personnel function.

Counseling has often been touted as the "heart" of the student personnel function. Indeed, counseling seemed to be the entire student personnel function in the heyday of the 1950s and early 1960s when Carl Rogers and company dominated the ideas in this field. The NDEA institutes that followed the launching of Sputnik, indoctrinated an entire generation of counselors with the Rogerian perspective.

The encounter group movement emerged out of this strong counseling orientation and had tremendous impact on student personnel philosophy throughout the 1960s. At its best, the encounter movement provided student personnel staff members with a new and creative technique for working with students. At its worst, the encounter movement attracted charlatans who embarrassed students and institutions and contributed greatly to the loss of credibility of both the encounter process and the student personnel profession. Today, no small number of presidents, academic leaders, and faculty still perceive the student personnel profession as suspect and as nothing more than a group of pseudopsychologists practicing an evil and arcane art.

The most prevalent philosophical thrust in student personnel does not even appear very philosophical. Some historical analysts reduce the student personnel function to that of *maintenance*, in which a group of caretakers provides a series of services scattered around the campus: financial aid, registration, admissions, student activities, academic advising, and so on. The Carnegie study noted earlier isolated 36 different student personnel functions or services as essential to community colleges.

It is simplistic to reduce the student personnel function to a series of services, and yet, at the same time, it is most practical to do so. Faculty and other institutional leaders understand when the function is cataloged into services; but they understand without much excitement for what can be accomplished.

In its history, when the function of student personnel has been evaluated, it has almost always been evaluated in terms of a series of services. This reduction to the simplest common structural denominator is still prevalent today: many states describe this function as an "essential 16" or an "essential 37" or an essential whatever. A current "Comprehensive Taxonomy of Student Services for California's Community Colleges" includes 106 components or activities. This kind of listing obscures any sort of philosophical consideration for a part of the community college that desperately needs a strong philosophical base.

These various forces or philosophical elements—regulation, assessment, counseling, and maintenance—along with others not reviewed here, make up the fabric of the student personnel profession. Programs in existence today sometimes reflect rather strongly one or two of these emphases, and all programs reflect some aspect of these various forces. In higher education, and particularly in the community college, however, no one of these directions is strong enough to form a sound philosophical base for a student personnel program. Though a sound philosophy is still to be completely articulated, a common model of student development is emerging in many of the leading community colleges in the United States today.

The Student Development Model

The student development model is rooted deeply in the original Student Personnel Point of View, first published in 1937 by the American Council on Education. That statement provided the original philosophical basis for a nationwide student personnel profession. The statement emphasized the importance of the whole student and the individual student, still the focus of the profession. Revised in 1949, the Student Personnel Point of View did not come to full fruition in terms of program development until the 1960s.

By the beginning of the 1960s, humanistic psychology had emerged as a major new force that had a great deal of impact on education and particularly on the student personnel function. With its emphasis on the positive development of human beings, the humanistic psychology movement seemed to provide a sound base for the emergence of a human development philosophy.

At the same time, the encounter group process had emerged as a creative and powerful new educational force that student personnel professionals could use to challenge students to reach full development. The encounter process made the student personnel profession come alive, and the encounter professionals entered classrooms and faculty enclaves in ways they had never imagined. It also provided an opportunity for student personnel professionals to join with faculty in bringing this new experience to students. In hundreds of colleges, the encounter group process was brought into the curriculum as a basic three-hour credit course labeled variously as Personal Development, Encounter Group, Psychology for Living, and The Individual in a Changing Environment.

A new humanistic psychology and a new educational process would probably not have been enough by themselves to bring about a new student personnel philosophy. Fortunately, a trained staff was now at hand to capitalize on and interpret this new psychology and educational process. The NDEA Institutes that began in 1958 had trained hundreds of potential student personnel staff members in the basic concepts of counseling psychology. These staff members, along with those trained at NTL, ESALEN, and other creative centers, formed the core of a trained staff that could organize and give new direction to the student personnel profession.

At the national level, a number of new models began to emerge that reflected these important developments. The community college was one of the first to describe the emerging model. In 1969, the American Association of Community and Junior Colleges commissioned a position paper on student development programs in the community/junior college. The result was "Junior College Student Personnel Work: An Emerging Model," written by the author along with Alice Thurston and James Gulden. The position paper, endorsed by AACJC, first appeared in 1970 in the Junior College Journal as "Student Personnel Work: An Emerging Model." It later appeared in the first book written on student personnel in the community college, Student Development Programs in the Community/Junior College, edited by the author and Alice Thurston.

In 1975, the American College Personnel Association published Student Development in Tomorrow's Higher Education as a major position statement for the field. This publication has had a tremendous impact on the development of student

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personnel and has resulted in a number of models, developed by organizations and leading educators, that reflect the new dimensions and the new ideas under the general rubric of "student development."

In 1984, the Dallas County Community Colleges published a set of statements, developed by the Vice Presidents of Student Development, that reflect the creative thinking in this area. Under the general title "Emerging Directions: Student Development in the DCCCD," this well-developed document underscores four important dimensions that inform the Dallas philosophy. The following statements of purpose describe the emphases and methods of student services in the Dallas District:

1. To use adult development theories intentionally and systematically in carrying out assigned functions.

2. To contribute to the development of skills and attitudes necessary for lifelong learning.

3. To assist in creating an environment which is conducive to student development.

4. To help students in the integration of learning experiences.

While the Dallas document does not forsake the traditional organized services, they are not the core of the statement and are made subordinate to the four-part philosophical core. For example, the registration function, like all the other traditional functions and services, is delineated in terms of goals that relate to each of these four purposes. Given the creativity of student personnel professionals and the challenges they face, the student development model will likely continue to emerge over the next decade or so. Certainly the model in place or in early stages of development in community colleges today is a model much stronger, much more credible, and much more powerful in affecting students than the models of the past.

Future Perspectives

If the student personnel profession is to continue to grow and emerge in the decades ahead, and the term "student development" is to live up to the promise implied in its name, those who work in this field will need to become aware of and respond to a number of complex challenges that face the community college today and in the future. While there are many challenges that will

impact and frame student personnel philosophy in the future, space allows only a brief review of four of those challenges: the quality reformation, educational technology, finance, and community college mission.

The Quality Reformation

Approximately every ten years, American education is carefully inspected by a number of national commissions. The reports almost always decry the current state of education and promise doom and gloom if changes are not made immediately. In the 1950s, life adjustment education was the culprit, and renewed vigor in math and science was the answer. In the 1960s, urban education and disadvantaged youth drew the most attention. In 1973, the National Commission on Secondary Education recommended new directions. And now in the 1980s, "the rising tide of mediocrity" appears to engulf all of American education.

Like a ten-year locust, the question of reformation appears each decade to warn the public and to cause great consternation among educators. While such activity may be simply a national ritual to go through every ten years, the reports at least serve to freshen perspectives and, in some cases, to chart new directions and enliven old ones. In the 1980s, this penchant for examination has reached an all-time high, with more than 30 books and reports on educational reform making their appearance along with 175 task forces appointed by the 50 states.

To the extent that this reformation is real, student personnel professionals must heed its message and respond if they are to continue to contribute to the emerging model of student development. On the surface, it appears that there is a basic change in values and perceptions regarding institutional expectations for students, and these changes have very important implications for student personnel staff members.

In the 60s and 70s, student personnel staff members supported and sometimes led the battle in the process of "humanizing education in the community college." In that process, many student personnel staff articulated a point of view that sometimes resulted in institutions doing away with rules and regulations regarding academic progress and student behavior, doing away with required assessment and placement programs, doing away with progress monitoring, doing away with "F" grades, and generally allowing students to select

their own directions without much direct assistance on the part of the institution.

Today many institutions are strongly challenging these perspectives. They are beginning to require assessment and placement, general education curricula, attendance policies, and "F" grades; and they are reinstating suspension and probation policies.

Miami-Dade Community College in Florida is a case study that reflects these changing values. Miami-Dade Community College has reinstituted policies and practices developed in its early history that were discarded in the late 60s and 70s. As a result, thousands of students have been suspended from the institution, and, with the assistance of advanced technology, the college has instituted assistance and monitoring services never before available to American college students. President Robert McCabe has articulated the new directions in six succinct statements:

1. Colleges should increase their expectations of students.

2. Colleges should become directive.

3. Colleges should provide more information to students.

4. There should be variable time and variable service programs.

5. Colleges must make the commitment to hold to standards and implement programs which will insure adherance to that commitment.

6. There must be a point at which it is determined that the student is not going to succeed at the institution and further public investment is not justified.[2]

If Miami-Dade becomes the model of the nation, then how will student personnel staff react to the values implied, and how will they follow through on implementing programs and activities? Many student personnel staff members still hold onto a 60s value base that would conflict with the emerging 80s value base strongly supported by the quality reformation. If the student development profession is to continue to evolve, it must take into consideration this change in direction that has been brought about by the quality reformation.

Educational Technology

The new proliferating educational technology is less an obstacle than an opportunity for the emerging model of student development.

While some student development personnel will reject technology as a force of dehumanization, the majority will see it as the opportunity it is for providing more personal attention where it is needed. Educational technology makes the quality reformation possible, just as it contributes to the full flowering of student development.

When a student can have up-to-date information immediately, decisions can be better made and futures better planned. It is obvious, except perhaps to the most dedicated Luddite, that technology offers opportunities for enhancing the student development movement that are probably unparalleled in the history of the profession.

The new technology offers new opportunities not only for working with students but also for working with faculty to achieve the partnership that student personnel professionals have always desired. The technology will be threatening to many faculty members, and student personnel professionals who become competent in it can use their human relations skills to work with faculty in developing faculty competence to a greater degree. And as technologies begin to link video, computers, and telephones, staff will be forced to work in concert with each other to bring the benefits of technology to bear on student learning.

Finance

When the economic condition was sound for colleges in the 60s and early 70s, the student personnel function prospered and grew. When Proposition 13 in California sounded the death knell for education largesse, the student personnel function was one of the first targeted for cuts. That decline has been well documented in California, where creative variations in student development were abruptly eliminated along with, in many cases, counseling positions and, in some cases, chief student personnel administrators. Other departments and faculty also felt the blow, but the student personnel function felt it first and most keenly.

The most difficult fact of life for the student personnel professional is that a time of financial difficulty brings to the fore negative perceptions of some faculty and administrators regarding the student personnel function. Worried faculty who wish to protect their own turf voice numerous criticisms related to a number of the philosophical elements discussed earlier in this paper. "Student personnel people don't teach classes." "The counselor is simply a pseudothera-

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pist." "They don't get the right students in the right classes and they don't make students behave." These criticisms reflect the difficulty in developing a strong philosophical base that would be accepted by the wider educational community and indicate the extent of the challenge for the student personnel profession to continue to build the emerging model of student development.

Creative student development professionals have begun to think in terms of fee-based services for students, differential staffing, partnerships with community groups, and creative funding sources to address the issue of finance. There is not likely to be a major resurgence of financial support for education in the near future, so it behooves student development professionals to think assertively and creatively about the financial situation as it relates to their position in the community college. Certainly such thought will have important implications for the continuing emergence of the student development model.

Community College Mission

After decades of struggle for identity and mission, during the 1970s it appeared that a universal definition regarding the mission of the community college had become accepted, at least by community college professionals. The community college was an open door institution with comprehensive programs that included transfer education, developmental education, career education, continuing education, and general education. Students came to this open door institution and made decisions about which of these programs were appropriate to their needs with assistance from a student development staff member.

About the time the definition was achieving acceptance, various analysts began suggesting changes. Gene Schwilck, president of the Danforth Foundation, suggested that "community colleges should return general education to the high schools and concentrate on technical/occupational education." The high technology hype that began in earnest in the early 1980s—and continues today—certainly supports a strong program of technical education in the community college. President Reagan pointed out the importance of the role of community colleges in vocational education in both his statements that appeared in the AACJC Convention Program brochures of 1983 and 1984.

In Florida in 1983, it appeared for a while that the state legislature would transfer remedial education from the community colleges to the public high schools, beginning in 1990. The change was recommended by an omnibus bill unanimously approved by the Higher Education Committee, which had been appointed to redefine the goals of the 28 community colleges in the state of Florida. More recent action by the state legislature in Florida removed the remedial education function from the universities and placed it in the community colleges. As one of the key functions in the community college mission, developmental education may yet undergo future changes.

In California, Proposition 13 has had tremendous impact on the continuing education function. Formerly supported by state funds, noncredit courses have dwindled away, and the function that was once the hallmark of this major state system is hardly recognizable.

Across the United States, the transfer function is under increasingly sharp analysis. Richard Richardson of Arizona State University recently described (*Phoenix Gazette,* August 15, 1984) the community college as a "dead end" for minority students. Projects from the Ford Foundation and the Mellon Foundation are examples of this concern over the transfer function. A number of states have appointed state commissions to review the community college mission. The quality reformation and the financial problems may cause a number of state legislatures to reverse the definition of mission that had become almost universally accepted in the 1970s. If the community college mission changes, the mission of the student development profession will also change.

One belief common to the community college and to student development is based on democratic-humanitarian principles—the upward extension of the American ideal of equal opportunity. Without doubt, student development and the community college rank among the most important of American educational inventions. As such, they reflect the basic feature of American democracy—a concern for individual opportunity.

Because student development and the community college are philosophically and historically congruent, their futures are intricately interdependent. If the mission of the community college is curtailed, then much of the student development program that has emerged in response to that mission will also be curtailed. Student development staff members have a major

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stake in supporting the continuation of the comprehensive community college with an open door philosophy.

The quality reformation, educational technology, finance, and the community college mission—these, then, are the major issues facing the community college in the coming decade. And, as such, they are also the major issues to be faced by the student personnel professionals who will assume responsibility for developing the student development models of the future. Given the past history of the student personnel profession and the current and future problems, it is not a challenge for the meek and timid.

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Student Development and College Services: A Consumer Perspective

Ernest R. Leach

Student Development and College Services have historically been a central component of community college programs. Structured in response to identified needs, these services have had many titles, have been organized in a variety of configurations, and have been rooted in quite different theoretical orientations. The following discussion proposes a consumer orientation and broadens the traditional concept of the users of these services to include three separate constituencies: the corporate institution, the students, and the community. The consumer orientation identifies needs and appropriate responses for each of these constituencies and suggests accountability indices to measure the effectiveness of responses. Specific program examples are used to illustrate types of services and measures of accountability.

Evolution of Services

The mandate for Student Development and College Services was never handed down in stone from the mountain of academe. Rather, these services have emerged in various forms as direct responses to identified needs within higher education. Although there are as many variations in delivery modes and the scope of services offered as there are institutions, several models have dominated professional thinking as higher education has evolved in America.

In Loco Parentis Model

In the colonial period, college students were thought of as "immature adolescents requiring personal counsel, social supervision, vocational guidance and frequently remedial academic classes" (Leonard, 1956, p. 3). The trustees, the president, and the faculty assumed parental roles in providing close supervision of all aspects of their students' lives. This model was characterized by long lists of rules that carefully regimented the students' conduct.

Student Services Model

As trustees, presidents, and faculty tired of these administrative and control oriented functions, the origins of the student services profession emerged with the appointment of "first a secretary of the faculty, then a registrar, and then in succession a vice president, a dean, a dean of women, a chief business officer, an assistant dean, a dean of men, a director of admissions," primarily to "free research-minded scholars from the detailed, but necessary work that went into the management of an organized institution" (Rudolph, 1962, pp. 434-435). Fenske (1980, p. 3) argues that "student

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services emerged and evolved by default" as these new professionals assumed the unpopular tasks that had been abandoned by the trustees, administrators, and the faculty.

The Student Services Model offered assistance to students with admission, registration, counseling, advising, out of class activities, financial aid, health services, and job placement. Services personnel assumed a rather passive role and left to students the initiative to access those services for which they had an interest or need.

Student Development Model

In the twentieth century, professional thinking began to shift toward a holistic concern about the total development of students. "The student personnel point of view," developed by the American Council on Education (1937) and advanced by Mueller (1961) and Williamson (1975), urged a reintegration of personal, social, and moral development activities with the traditionally intellectual development activities offered by the institution. "Student personnel workers" were viewed as facilitators who could assist students in bringing about this personal integration.

Anchored in the theories of developmental psychology, the Student Development Model (Chickering, 1969; Brown, 1972; Miller and Prince, 1976) suggested a proactive role of intervention in the lives of students to ensure that they progress toward achievement of educational and personal development goals. The student development professional, no longer a passive deliverer of services, became a student development educator offering an array of credit and noncredit learning experiences for students.

Many of these new student development approaches, influenced by the human potential movement and its focus on affective learning, were not well understood by faculty or decision makers within the institution. Practitioners were often perceived by their faculty colleagues as "mystical do-gooders" who, at best, were on the periphery of the educational enterprise and, at worst, were perceived as counter-productive to the educational process.

On reflection, one might observe that while the In Loco Parentis Model was too narrowly institution oriented, both the Student Services Model and the Student Development Model were too narrowly student oriented. Moreover, many instructional colleagues were incensed by the idea that a small group of counselors or student development specialists would attempt to take credit for student development, whereas they perceived the primary role of instruction to be student development.

Consumer Model

The Consumer Model is predicated on the notion of "value exchanges" (Kotler, 1982) between a college and its various publics. Although there is no profit motive, each public's contribution to the college of time or money will be directly proportionate to its perceived return of value. This concept applied to Student Development and College Services suggests that services will be supported by the institution, and used by students and the community, only to the extent that they perceive a return commensurate with their investments of money and/or time.

The Consumer Model offers a role for Student Development and College Services that is politically realistic and educationally sound, and that can be understood by institutional staff, students, and citizens of the larger community. The Consumer Model asks four basic questions: (1) Who are the consumers? (2) What are these consumers' needs? (3) What are the appropriate responses to identified needs? (4) How can the effectiveness of responses be evaluated?

Who Are the Consumers?

As suggested earlier, previous models, although responsive to identified needs, have been targeted rather narrowly at one segment of potential consumers of services. In the highly political environment of community colleges that are struggling to establish educational and fiscal priorities, Student Development and College Services professionals, to have credibility with the larger communities their colleges serve, must respond directly to the identified and specialized needs of diverse student populations. Institutional survival may depend on their response.

Consumer Needs and Appropriate Responses

Accurate assessment of consumer needs is fundamental to the development of "valued responses." Institutional needs must include the needs of the college for survival as an organization, as well as the needs of constituent groups within the college. Student development needs change

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dramatically, as the student population changes. Community needs emerge from the unique political, cultural, and economic environment of the area served by the college. Although these needs will vary at each institution, the following categories of needs and possible responses address each of the three major consumer groups: the institution, the students, and the community.

College Responses

Enrollment Management

A college as an organization of individuals has corporate needs much like individual needs for survival, for nurture, and for growth and development. Since most community college budgets are enrollment driven, enrollment management, marketing, or recruitment and retention—whatever label is currently in vogue—will be one of the primary survival concerns of most community colleges in the 1980s.

Lake (1980) reported on a national study sponsored by the President's Academy of ACCJC in which 518 presidents identified their interests, by priority, in 26 suggested topical areas. The highest frequency of response was for student retention and follow-up studies. Two of the top six responses focused on marketing and retention. Student Development and College Services, which can demonstrate an impact on revenue generation through recruitment, or revenue preservation through retention, will be perceived as critical to institutional survival in times of financial adversity.

Records Management

Another critical institutional need will be records management, a system that ensures timely access to information for assessment and placement, and effective monitoring of students' academic achievement. An equally important need will be a records system that protects the college from financial liability in the administration of grants, financial aid, and veteran's benefits. Records systems that contribute to more effective use of institutional facilities in class scheduling may have a direct impact upon the revenue producing capability of limited physical facilities.

Governance

The involvement of services personnel in the governance functions of the college may promote the collaborative planning and collegial respect that can build the credibility that fosters political support in planning and budgeting processes.

Staff Development

Staff development programs are critical to the continued health of a community college for two primary reasons. First, they provide a vehicle for organizational renewal as service demands change. Second, they provide the opportunity for continued personal and professional growth of individual staff members. The inability to hire new staff members in the years ahead increases the importance of providing opportunity for existing staff members to update their professional skills. Student Development and College Services personnel can make a significant contribution by offering staff development programs that focus on the needs of faculty, classified staff, and administrators.

Resource Development

Student Development and College Services personnel may be required to seek alternative sources of revenue to support critical service functions. Although fewer grant funds are now available, creative fee structures and the use of more fee-based services may provide alternatives for resource development. Adult students may be delighted to pay $200 for career planning and placement services, which can cost in excess of $6,000 at private placement agencies.

Student Responses

From a consumer perspective, one can look at three categories of student services: (1) entry services that assist students in access to the college; (2) support services, which include personal support, educational support, and developmental support while students are enrolled at the college; and (3) transition services that assist students in moving from the college to continued education or employment.

Entry Services

Potential student consumers need information targeted to their specific interests. Entering students need assessment of skills, ability, and prior learning to determine their readiness for college programs. Advising to ensure appropriate placement levels may be the most important teaching

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function during a student's first semester at the college. Also, financial aid packages tailored to unique personal circumstances will be critical for many students. Registration procedures should make educational services as accessible to students as other adult services in the community. Given proper assessment and advising, it should be as easy to buy a ticket to English 101 as to a play at the Kennedy Center or a flight to Dallas.

Support Services

Consistent with Maslow's hierarchy of needs, there is a hierarchy of support needs that student consumers bring to the institution (Figure 1). Primary among these are the *personal support* needs for survival in the institution. Unless the student can pay the rent, park her car, buy lunch, find day care for her child, and feel safe on the campus, she may have little interest in the wonderful educational offerings of the college. Other personal support services that appear to have high priority are co-curricular activities that respond to identified interests, access to preventive health care, crisis intervention services in times of emergency, and systems that ensure the orderly conduct of all students on campus.

Students need *educational support* through adequate assessment, effective advising, and proper orientation to programs and college services. Students with skill deficiences cannot be successful without options for remediation, tutoring, and help with study techniques. Involvement in co-curricular activity programs that augment instruction can enrich the learning experience for many students.

Developmental support services that facilitate self-concept enhancement, personal counseling, career planning, and leadership training afford growth opportunities most often not available in traditional curricula. Unfortunately, in the past many student development professionals have focused exclusively on developmental activities without giving adequate attention to student needs for personal and educational support.

Transition Services

Very few students come to the college to learn English and mathematics, or to have a counseling appointment. Rather, they come for upward mobility, job enhancement, and realization of the great American dream of two cars and a color TV. Students should be confronted with serious career questions as part of the entry planning process.

Consumer satisfaction, a potent index of the effectiveness of any consumer model, will depend upon timely and accurate information about placement and transfer opportunities. Community colleges can ill afford the charge: "My credits didn't transfer because I received bad advice."

Although community colleges historically have had great difficulty generating viable alumni programs, the local orientation of the community college and the numbers of part-time students who stop in and stop out suggest the importance of a fresh look at the potential of continuing relationships with former students.
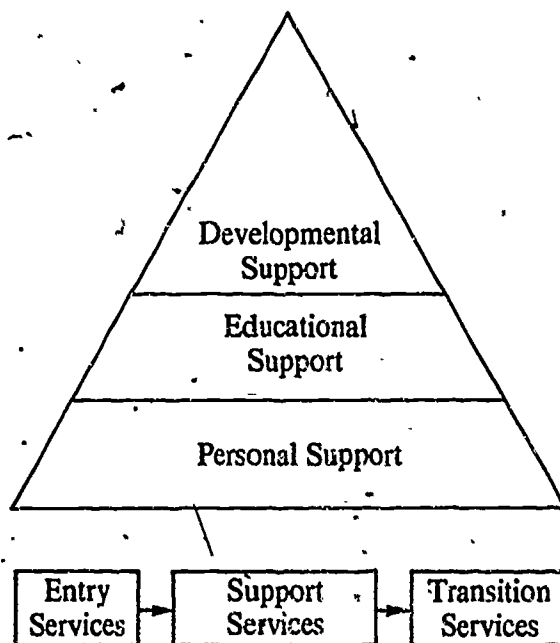
Student Development Services

Figure 1

Community Responses

Many Student Development and College Services have the potential for responding directly to community needs. In fact, the credibility of some of these services may depend upon the level of community support and interest they are able to generate.

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Information Services

The community's need for accurate and timely information is a high priority. At Prince George's Community College in Largo, Maryland, the College Publications and Information Office is part of the Student Affairs Division and a critical component of the marketing program. When a staff member participates in a community activity, or a member of the community is invited to the campus, the college has made a significant investment in the future support of the institution.

Facilities and Programs

Each time the college sponsors a community event on campus, a positive relationship is established with a new segment of potential consumers of college services. Also, college sponsored social, cultural, and recreational activities can enrich the quality of life in the larger community. A student sponsored dinner theater that appeals to community adults can enhance the college's image with tax paying citizens.

Economic Development

Career development and placement personnel have a critical role in helping to meet the manpower needs within the local community. Regular contacts with prospective employers and sophisticated placement techniques build credibility for college instructional programs, and provide valuable market research data for curriculum planning and development. An appropriate placement results in a satisfied student consumer of placement services and a satisfied community consumer of employment services.

Many community colleges market traditional student development services individually to community adults or on contract to community agencies. At Prince George's Community College, the U.S. Justice Department contracted for career planning and placement services for employees who were being terminated. Triton College in River Grove, Illinois, contracts with employers throughout its district to provide career planning and out-placement services, and offers individual counseling and placement for dislocated workers. Although these services cannot be converted to the traditional currency of credits, and thereby generate tuition and state revenues, a fee-based delivery system may prove very attractive to business and industry, as well as to individuals.

Evaluation

Student Development and College Services personnel sometimes have been defensive about the services they provide, and too often have asserted that it is impossible to measure what they do (Leach, 1979). Colleges have been asked to accept on faith the importance of their functions and their requests for a significant share of resources. One need not have a crystal ball to predict that as the dollar continues to shrink, that faith may be badly shaken.

College Service Indices

Many community colleges have perpetuated a myth that Student Development and College Services are "non-revenue producing functions" and, therefore, expendable in the event of budgetary crises (Elsner and Ames, 1983). However, if accountability measures can be developed that link these services directly with increases in student enrollment or retention, it may be possible to demonstrate that, in fact, these are the most important revenue producing functions within the institution.

If a middle-aged housewife participates in a career planning seminar in a shopping mall, and subsequently decides to attend the college, who has produced the revenue—the career planning assistant or the English instructor? If a disabled student needs special assistance with readers, signers, or mobility problems; who has produced the revenue—the college counselor and nurse, or the history instructor? If a housewife is afraid to attend evening classes in an extension center unless a police car and uniformed officer are present, who has produced the revenue—the security officer or the business instructor? If a student is unable to attend classes without financial assistance, who has produced the revenue—the financial aid officer or the nursing instructor? If a student is unable to continue in accounting without tutoring assistance, who has produced the revenue—the tutor or the accounting instructor? If a student remains in school to participate on the debate team, who has produced the revenue—the debate coach or the sociology instructor? As identified earlier, enrollment management will continue to be a high priority institutional need during the 1980s. Careful evaluation of the success of recruitment and retention tactics can demonstrate a relationship between services and institutional revenue.

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Recruitment

At Prince George's Community College, follow-up statistics have been maintained on recruitment strategies initiated by the admissions office as part of the college's marketing plan. It was possible to demonstrate that a brochure mailed to all homes in the county generated, during a three week period, telephone calls from 1,290 persons, of whom 120 registered the next term. Information centers in county shopping-malls, staffed Friday night and all day Saturday for 14 weekends, resulted in over 2,000 prospective student contacts. Of these, 1,336 asked for additional information and 110 registered for the next semester. Even though the total number of high school graduates within the service area declined in 1981, enrollment directly from high school increased by 18%.

Retention

It is far more difficult to assess direct outcomes of retention strategies because many variables may influence a student's decision to continue for the next term. A recent national study by ACT, *What Works in Student Retention* (Beal and Noel, 1980), included responses of administrators from 294 public two-year colleges. Five of the top seven characteristics linked to student retention were related to Student-Development and College Services. These included adequate financial aid, student involvement in campus activities, high quality advising, excellent counseling services, and excellent career planning services. A retention program at Prince George's Community College resulted in 1,000 more students continuing from fall to spring, more than for any comparable period in the previous five years. The analysis of these additional persisters revealed that one-third were older black women who were first-time recipients of Pell Grants.

Also, at Prince George's Community College, the retention rate for participants in co-curricular activities was compared with the retention rates for all students attending the college. The all-college retention rate from fall to spring was 67%. For those students who attended co-curricular activities, the persistence index increased to 73%, and for student leaders the persistence index was 84%. Similar data are now collected for users of counseling, advising, testing, career planning, and health services. Although caution must be used in making causal-statements, it is possible to demonstrate a positive correlation between participation in activities and persistence within

the institution. These types of indicators convert quickly to additional institutional revenue.

Records Management

At Prince George's Community College, on-line registration and the ability to continuously manage a consumer-responsive class schedule increased the average class size by two students per section in 1,600 sections. These additional 3,200 enrollments resulted from timely information being available to instructional managers during the registration process.

Student Service Indices

Student support services should be based on hard data rather than on historical accident or staff assumptions. Careful attention should be given to changing demographics and the unique needs these new consumers bring to the college. Systematic assessment of student interests at each registration period and assessment of student satisfaction with services provide valuable planning data for improving service delivery.

In evaluating the effectiveness of entry services, the college should be able to document responses to promotional materials, the ratio of financial aid awarded to identified potential need, the number of drops and adds, the number of early withdrawals, and the number who file applications for admission but do not follow through with paid registrations.

Periodic evaluation of the adequacy of, and satisfaction with, support services can provide good planning data for services like cafeteria, parking, and security. Evaluation indices for educational support services should include measures of the effectiveness of initial course placements, utilization indices for tutoring and study skills services, participation rates for co-curricular activities, and success ratios for satisfactory progress.

At Prince George's Community College, the percentage of students tested on-entry increased in one year from 70 to 82%. Co-curricular programming is based on the stated preferences of students collected as a part of the registration process each semester. At each activity event, student identification numbers are collected and entered into the student information system; then a demographic report of attendees is prepared and shared with the program planners. This comparison of actual participants against anticipated

participants provides the kind of outcome accountability measure that can improve future program planning.

Critical measures for the success of transition services should include participation rates for career planning activities and courses, the percent of courses successfully transferred to four-year colleges and universities, the number of job opportunities listed, the number of job placements, and satisfaction indices for career and retirement counseling. At Prince George's Community College, 60% of the students expressed a need on entry for help with career planning services.

Community Service Indices

Evaluation indices for the effectiveness of serving community consumers should include the number of community contacts, the number of community responses to public information and advertising, the number of community residents visiting the campus, the number of community programs hosted on campus, and the number of cultural programs offered for community residents. Other indicators could include the number of employers using college placement services and the number of community residents using fee-based counseling, career planning, and placement services.

Accurate and timely information is important not only in attracting students, but also in making certain that the institution's image is consistent with its stated mission. At Prince George's Community College, a detailed plan is developed to ensure community involvement on the campus as well as college contacts in the community. The annual plan includes more than 2,000 visits to schools, churches, service organizations, and community agencies; a college fair hosting 4,500 high school juniors, seniors, and parents on the campus; and more than 240 community events scheduled annually on the campus. College faculty, with the assistance of the Admissions Office, regularly schedule workshops with their disciplinary counterparts from the high schools to share with influential high school teachers information about educational opportunities at the college.

Summary

The preceding discussion has traced the evolution of Student Development and College Services from the *In Loco Parentis* Model to the Student Services Model to the Student Development Model, and suggested a new Consumer Model for delivery of services in the years ahead. This Consumer Model suggests a broader definition of consumers, one that includes the college, the students, and the community. It proposes careful identification of consumer needs, the development of services directly responsive to those needs, and evaluation processes for determining the effectiveness of responses.

Mission Statement for the 1980s

The mission statement for Student Development and College Services in the community college of the 1980s should center on these goals: (1) to satisfy institutional needs for enrollment management, records management, governance, staff development, and resource development; (2) to satisfy student needs for access, student development, and transition to continued education or work; and (3) to satisfy community needs for information, facilities and programs, and manpower and economic development.

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Student Developers— Partners in Student Success

Lee Noel and Randi Levitz

In postsecondary education our sights continually are set and our futures built on our desire to enhance the quality of our institutions. For too long, however, our approach has been incremental and our focus somewhat misplaced. Our energies and dollars have been directed toward what we bring to the campus: the number and academic talents of our students, the prestige of our faculty, the updating or upgrading of our facilities and equipment, and the tuition dollars we generate. This emphasis has caused many community-based institutions to lament a lack of quality equated with these features.

Our friend Harold "Bud" Hodgkinson has said, "For some reason I've never fathomed, many human service organizations describe their work in terms that suggest no value added to the client." An institution's quality, its reputation, its image in the community ought to be measured in terms of what it *does* for the students who walk through its doors. The time has come for the value-added approach to be operationalized in education. As Astin (1981) has said:

> The basic argument underlying the value-added approach is that true quality resides in the institution's ability to affect its students favorably, to make a positive difference in their intellectual and personal development. The highest quality institutions, in this view, are those that have the greatest impact—add the most value—to the student's knowledge, personality and career development.

The quality of an educational program ought to be measured by its contribution to student learning and development, by the motivation of students to persist to the completion of their educational goals, and by how successfully students are able to fulfill a variety of adult roles after college. Rather than focusing on inputs, it means that we have to focus on outputs in a fairly intense way—determine exactly what it is we hope that our students will learn to do as a result of spending one semester, one year, or more at our institution. This emphasis really provides the ultimate in accountability.

Our mission, then, becomes anchored in the future. As a result of what students accomplish during the time they are with us, one measure of our success will be the degree to which they become better equipped to handle their professional and personal lives. Career direction, career orientation, career success become a great part of this future. As we look at what will be required for success in the future, Bjorn-Anderson, in his book *Information Society* (1982), specifies the job skills he feels will be required for the 1990s and beyond:

Evaluation and analysis
Critical thinking
Problem-solving (including math)
Organization and reference
Synthesis
Application to new ideas

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Creativity
Decision-making with incomplete information
Communication in many modes

The list makes no mention of specific job-related skills, but refers rather to what Urban Whittaker has on many occasions called the "career-transferable skills."

The key to *attracting students* to college is to identify the competencies they can expect to develop and to be specific about how these competencies will be used beyond the classroom. The key to *student retention,* reenrollment, is to help students to be more successful. Retention, however, should not be an end in itself; rather, it should result naturally from improved programs and services for students. Student competency-building, student confidence-building, and student learning take place in the advising offices, the classrooms, and the student services areas. Student retention is one way to measure these outcomes.

Across the country we see student services personnel, motivated by the desire to enhance student success on campus, actively searching for better ways to serve their constituencies, their students, their "customers." There is no doubt that assisting currently enrolled students to become more successful is the most academically and educationally sound, economical, cost-effective, and humane way to maintain one's enrollment base.

Enrollment maintenance has recently become a prime concern for many community-based institutions. Data from our recent study (Noel and Levitz, 1983) indicate that at 761 two-year public institutions nationwide, only 40% of full-time entering freshmen will complete an associate degree after three years. These data reflect mostly *traditional-age* students. For the part-time and returning adult learner, completion rates are substantially lower: for these students, it is not uncommon to find first to second year (or even first to second semester) attrition rates of 60% and higher.

Very different operational definitions of attrition are needed for community-based institutions as opposed to other types of institutions. Student *and* institutional success must be measured against an individual student's objectives, the student's purpose for enrolling in the first place.

Perhaps community-based institutions ought to be known as centers for human growth and development—*talent centers* rather than colleges. Actually these institutions are in the human talent business—talent identification and development, places where people get first chances as well as last chances. If students can sense that they are developing a talent, a vocational skill, an ability to communicate better whether in a classroom, a laboratory, on the job, in a club, at home—they'll be back for more.

A simplified version of cost-benefit theory applies to the study of student retention: students drop out when education is not a major priority in their lives or when other alternatives become more important or attractive. When students find their needs being met, when they are successful in the classroom and can translate these successes into their life beyond the classroom, education becomes a clear priority.

The challenge of initial enrollments is not as severe for community-based institutions as for other types of colleges and universities. The real excitement and challenge lie in getting students to reenroll—to broaden their interests, expectations, and hopes. As the programs, strategies, and *attitudes* necessary to help students find and develop their talents are put into place, an environment is created where these talents are reinforced, where they can grow and flourish. Ultimately, the key to the success of this environment is the *people* who make it come alive. When this happens it becomes an environment with the hallmarks of a quality institution.

Achieving this level of quality requires philosophical and financial commitment to the notion of student success. First, there must be an understanding and appreciation of the collaborative effort between the comprehensive student development services and academic divisions of the institution. Second, a commitment must be made to careful selection, training, and reward of those professionals who dedicate themselves to the task of promoting student success.

Enabling students to master and excell in the basic life competencies that Anderson has indicated will be required for success in tomorrow's world can best be accomplished within an atmosphere of caring and concern for the student as a whole person. This suggests that a tight web of academic and student services be created that will assist the student in successfully accomplishing his or her objectives. In our recent study, we have found that the best-of-the-best retaining campuses have created just such a *network* for students. Surprisingly, this is even more characteristic of

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highly selective universities than it is of less selective institutions. For some reason, in settings where students need this type of support the most, institutions often feel that it would be "hand-holding" to provide such a comprehensive and coordinated service approach. Yet our experience strongly suggests that just the opposite is needed.

The student services professional plays two primary roles in this type of environment—*educational interpreter* and *essential learning agent.*

As *interpreter,* the student services professional—or student developer, if you will—has the responsibility of defining and communicating the benefits of required courses and the intended outcomes of the total educational program. Student developers are uniquely able to communicate the importance of skill-building and other course requirements to students in vivid and realistic ways. Further, many students must be convinced that the program in which they are enrolled has value now as well as in the future. In many ways this is a very sophisticated marketing task: the student developer must continue to sell the academic programs of the institution during and after initial registration.

The second role is closely linked to the first. As *essential learning agent* the student developer can direct, manage, and encourage students to build a pattern of increasing success. This can be done by defining and communicating the instructional standards, the institutional mission, and the campus "learning culture." Working as a learning agent, a partner, an advocate on behalf of the student; often requires a more intrusive and visible posture than is operational on most campuses. To be optimally effective, most of the effort in getting students to stay involves effort at the front end—getting students started right. This means that institutions must provide effective, intrusive intake-services: orientation, advising, placement. developmental education, and career planning. The student developer is central to the design and delivery of every one of these critical front-end services that support students as they enter college.

As noted in *Involvement in Learning* (1984), "Many students enter college with only vague notions of what undergraduate education is all about, where it is supposed to lead, and what their institutions expect of them." Students often view institutional requirements as obstacles to be hurdled as quickly and painlessly as possible. An educational interpreter—an advisor who supplies "connective tissue" between courses, who links skills needs across disciplines—can alter student expectations substantially. As a learning agent, the student developer matches student needs with institutional resources.

To get students started right, student developers must have adequate assessment data on student needs, interests, and abilities, so that students are helped and developed as individuals, not merely processed as standardized objects moving through the campus on an assembly line. Peters and Waterman (1982) refer to this as "staying close to the customer": successful organizations feel the need to understand what they are in business to do, what they do best, and how best to meet the needs of their clients.

Through the ACT College Outcome Measures Program (COMP), a number of specific competency statements have been identified, and a method for determining their level of mastery has been developed. These competencies are the measureable outcomes or career-transferable skills that colleges can develop in students:

Communicating
Problem-solving
Clarifying values
Functioning within social institutions
Using science and technology
Using the arts

The importance of these front-end learning partnership roles and approaches is documented in a recent study by Forrest (1982). In this study of 44 institutions, substantive academic advising, orientation, and the provision of developmental skill-building courses for students in need were found to be positively linked to both *student persistence to graduation* (in three years for a two-year program or five years for a four-year program) as well as to *student learning* as measured in the six basic competency areas identified above.

These outcomes can be accomplished within very specific, technical, skill-building courses as well as in more traditional general education courses. These are the very basic life competencies, skills that make a person successful in a career, on a job, or in a relationship as parent, friend, spouse, neighbor.

Earlier this year in talking about the importance of building student competencies in communication, an auto mechanics teacher in the audience related an experience from his classes. He

said that of the first time students in the shop only a few are able to understand how to install brakes. But when he takes them back to the classroom and has them process that lesson by writing it down step by step—for some a laborious task—it helps nearly all students to succeed. That teacher's students have learned a far more important lesson than simply installing brakes: they have also begun to develop an appreciation for communication and problem solving, critical life competencies.

One of the things colleges do best is to provide students with the learning and living skills—the career-transferable skills—that will help them far beyond the first year of their job. Community-based institutions that provide an opportunity for students to acquire these critical skills and life competencies are indeed quality institutions. Data are now available that reinforce the necessity of the focus on student competencies and the accompanying service/academic partnerships.

As a result of his study on student competencies and the institutional outcomes of student learning and persistence, Forrest's first recommendation (1982)—recently reiterated in *Involvement in Learning* (1984)—was that

> . . . the single most important move an institution can make to increase student persistence to graduation is to ensure that students receive the guidance they need at the beginning of the journey through college to graduation.

Here is the second major recommendation in Forrest's study:

> Systematic placement into general education courses should apply to all students. Many entering freshmen, even at elite institutions, need to improve their academic survival skills . . . special remedial courses should be provided to them. Other students are ready for advanced courses. They, also, should be placed in courses appropriate to their current ability levels.

Similar recommendations have been advanced by the National Task Force on Redefining the Associate Degree (Koltai, 1984), which noted:

> Colleges must also move from a climate of student self-advisement to a carefully planned and executed counseling process, with the emphasis placed on successful transition to the workplace or a four-year institution.

And also from the task force report:

> The development of mandatory testing, along with advisement to developmental courses for those demonstrating a need for such assistance, is therefore recommended as a basis upon which all other improvements can be built.

Therefore, as educational interpreters and learning agents, student developers must operate in partnership with the academic side of the campus. This tight network with students at the center promotes a climate of student success. Programs, structures,

and approaches, however, are ultimately only as effective as the people who develop and implement them.

In *Academic Strategy*, Keller (1983) reminds us that although we are in a people business, "many campuses have strangely paid relatively little attention to the quality and productivity of their people." The student developer of the present and the future who aims to fulfill these critical functions in enhancing student success and student persistence will need unique talents—talents that can be identified, nurtured, and developed.

Selection Research, Inc. (SRI) has identified a number of these talents or "themes"— patterns of thought, feeling, and behavior—that are found in outstanding student developers (Clifton, 1984). One of the most important is a sense of *mission*. Student developers with mission have a drive, a burning desire to make a contribution to other people; they believe that students can grow, achieve, and become all that they are capable of becoming.

Student developers with *rapport* naturally develop favorable relationships with each student; they like students and want them to reciprocate. Students find a person with high rapport accepting, and enjoy their company.

To be effective, student developers must also have *empathy*—the ability to sense the feelings of students and get "caught up" in what the students are experiencing. Students sense this awareness and feel comfortable and safe with a high empathy person.

Individualized perception is a special talent of the effective student developer. A person with this skill spontaneously thinks in terms of individual students; this person understands, recognizes, and responds to individual strengths and needs.

Advocate describes a person who is pro-student. In the advocate's eyes, the campus is viewed first and foremost as an environment in which students develop. When there is good reason, the advocate challenges policy not in the best interest of students. Further, the advocate highlights the achievements and needs of students, and speaks for students individually and collectively.

Student success provides the primary fulfillment for a student *developer*. Developers receive personal satisfaction from watching students grow. When a student experiences success, the student developer feels successful.

These are all special talents not present in every individual. Colleges that request all or almost all individuals to perform critical student developer roles can't possibly achieve optimal results, and there is evidence to suggest that this practice is all too common. Crockett and Levitz (1983) found that in 57% of two-year public and 68% of two-year private institutions between 50% and 100% of all faculty are expected to serve as academic advisors. Talented student developers are far more rare than that.

The quality institutions of tomorrow will have educational interpreters and learning agents with these talents. Selecting and developing student services professionals with the potential to meet critical student development needs will be the key to creating a staying environment for students.

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4

A President's Perspective on Effective Leadership in Student Services

Paul A. Elsner

Approximately a year ago, the League for Innovation hosted a summer conference on student services at Scottsdale Community College under the auspices of both the League and the Maricopa County Community College District. I had the opportunity of opening that conference with an address that for the most part described the state of the student services profession. The address was based on several of our observations in the Jossey-Bass publication edited by George Vaughan, *Emerging Roles for Community College Leaders.* The book's primary purpose was to critically evaluate certain functions in community colleges, and I was asked to comment on student services.

In this address I will compare my perceptions of a year ago with how I see the student services movement today. I will make some general observations about the state of our industry and what is expected of us as adapting, changing, community colleges.

A year ago I said that among student services personnel there was very little consensus; and no existing model "grabbed folks." In terms of what we are examining at Maricopa and where the movement seems to be going, I would say this is still an accurate observation in that no model really "jumps out" to excite people. I would say that the adult development folks and the human development proponents are edging their way toward center stage in a lot of the discussion about community college student services programs. Some community college districts are

looking seriously at the needs of new adult learners. Dallas County and Maricopa, for example, both feel that we should better match the student services program. Finding a model is not easy, however.

The Maricopa County Community College District has commissioned a major task force that, over the next year, will review the scholarship, the research, and the best practices in student services areas. This task force will try to come up with a clearly charted course of where student services should go in our system. The themes that are popping up again in our discussions are an interest in adult development and how it bears on services to community college clientele, and some focus on human development. It is doubtful, however, that a student services model will emerge that will not be highly eclectic. I see any new model as very "client-driven," with greater attention paid to the kinds of students we are really serving.

Another concern I voiced a year ago was that we do not have a "currency" that describes what student services do for students. For example, a student does not have a measurable product resulting from what he got from you—no course transcript. Any interventions and transactions he

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might have experienced through the student services operation of the community college do not get recorded. These services are not generally documented or expressed in the form of certificates of achievement or completion in the way that the instructional program is. I still believe a central issue is that you as student services people have not been able to clearly document what you do for students.

The third point I made in Scottsdale a year ago was that the resource challenge is much more complex. I indicated that the present White House administration looks to structural change and reform—not money—as the solution for social and educational problems. As I portrayed a year ago, Mondale and the other forces in the Democratic Party were arguing that the federal government has dropped its initiatives, that it has forsaken many important programs. As I watched the campaigns and the rhetoric in the political arena this past year, I saw some change. I saw less difference between the presidential candidates. Money as a solution, rather than structural reform, did not seem to be at the top of either of the candidates' agendas. Mondale sounded more conservative, less money oriented in terms of fixing the problem than he was two or three years ago. These are only my perceptions.

A year ago I suggested that the productivity challenge of trying to provide all of these services with less money is the critical issue facing student services. There are a large number of other competing programs. These include, on the basis of Maricopa's experience, upgrading science and math, remediation programs, competitive salaries, high tech needs, occupational education, and honors. We are now reexamining our arts and sciences programs, and proposing common learning experiences for all students. All of this requires that more money be put into new programs and new renewal initiatives. These initiatives leave student services out there trying to hold its base of financial operation in place. If change has occurred in this area, it is for the worse.

Another generalization I offered a year ago was that there was some promise in the new technologies. We feel very strongly at Maricopa that student tracking, the use of systems such as R.S.V.P., and electronic mail all add to the resource arsenal of student services people. For example, the electronic transcript could very well reduce articulation slippage if your files were automatically dropped in your nearby university's

files. Overrides could be made immediately if a student enrolled for a course that did not transfer. Think of the wonderful outcomes of some of these technological innovations. If your institution is technologically well positioned with computing capabilities—on-line registration, phone-in or digital registration, electronic transcripts, electronic mail—you have the technological potential to move your programs in new, fresher, and more dynamic ways.

Miami-Dade is probably the best example in the country of how an institution can use technology to personalize messages to students, to keep track of student records, and to advise students of their progress in a more efficient and technological way. In general, though, we are still not maintaining adequate contact with students. Widespread randomness of personal contact makes community colleges susceptible to the same impersonalization as big government, big companies, and big universities.

A year ago I called for the integration of instructional services in the student services area. This integration seems to still make sense. I cited examples where student services functions are isolated from the instructional program on the campus. The best example I can give is the FIPSE-supported Motorola project in Maricopa, which is also cited in the chapter. Programs based on merely offering courses or course work like in-plant industry programs or clusters of courses out in the community do not succeed as well when the student services component is absent. Retention often suffers; students feel alone and alienated.

When the student services people and the instructional program people plan together, they can put powerful programs in place. I will not go into the Motorola project in detail, but it was not until we brought in gifted counselors and strong guidance and crisis-oriented people with skills to deal with the students in this project that we were able to pull the program together, keep it on track, and make it as successful as we did. Math anxiety counseling and spouse counseling were fundamental to the success of women in that project who were suddenly brought off the assembly line and asked to do collegiate work to become production supervisors. I think that program was funded by FIPSE because it included support components. We have described this program as an example of the value of student services and the need to integrate them with the instructional program on or off the campus.

When I consider the direction student services seems to be going, I think of the strong philosophy of human resources management emerging in the corporate world, in industry and in large corporations. Much of the development philosophy of corporations seems to center on programs to manage human resources. Though I can't compare in concrete terms what was happening years ago in industry with what is happening now, I do think that we are going through some kind of managerial renaissance.

I think we are very conscious about employee welfare, employee growth, and stages of development employees are passing through. We might find some excellent models in the Maricopa Human Resources Management area. I see these same principles applying to our operations as they relate to student services.

In looking at contemporary society, we find interesting paradoxes and many conflicting messages. For example, we have this set of dominant marketplace values: man is rugged, individual, independent—and only the fittest survive. This ethic certainly applies in a large part of the business world. We also know that the marketplace views competition, entrepreneurship, and fast-breaking, fast-paced activities as values that come out on top.

But society also emphasizes another set of values, one that centers on maintaining self-esteem and experiencing personal growth. We now hear that the ability to cope, to solve problems, to manage stress, and generally to run our lives in more sensible and sane ways has much to do with our health profiles. Medical evidence indicates that on-the-job stress has a direct bearing on some organic illnesses that show up in workers' profiles. How to resolve these conflicts seems to be a problem shared by industry and education. Employee productivity and employer profit or loss are also at stake.

In the same way that organizations talk about cross-training and renewal strategies, student services people have the unique opportunity to be the most informed and the most thoughtful about how organizations succeed or fail; or about how individuals operate in highly stressful types of environments. The clientele we commonly absorb in community colleges are often the victims of the stressful side of society, the competitive side of society. They are reentering college and coming to us for the purpose of retraining, renewing and regrouping their lives. If we are not mindful of the forms and the conditions in which our students come to us, we will indeed not design programs intelligently to meet their primary needs.

There are other inherent conflicts that need to be integrated into programs: personal survival skills versus job skills; personal development skills versus marketplace realities; conflict management versus human resources management; and adversarial relations in an organization versus participative cooperative relations. Moreover, organizations move through these stages of development in a cyclical pattern.

As a chancellor or a president whose background in student services is limited, I have to put student services in the context of the way I look at organizations. These are not particularly creative or new contexts. One that has helped me a great deal is to think about how an organization—or community college, in our case—relates to the external environment. If we stop to examine some assumptions about the external environment, some fairly clear signals emerge. I have made three assumptions based on the signals I see.

First, we live in very turbulent, fast-breaking, almost tumultuous times. The rate of change is often exponential.

Second, society has served up a whole range of problems and challenges that alter our fundamental orientations, roots, and points of reference. These days we experience high mobility, many dislocations because of job transfers, and separations of all kinds, such as divorce and family structural change. These present new challenges to our children, to us as parents, and to future generations. We can add that society is more crowded, noisier, and may even be perceived as more dangerous than ever before.

Third, society is in several major transitions. In addition to the much heralded transition from the industrial age to the information age, a close examination reveals that many other transitions are also going on.

We experience geographical transformations, such as migrations from the Rust Belt to the Sun Belt, from the midwest to the south. Out-migration and in-migration in both borderland areas cause much movement and tension.

There are also demographic transformations. I recently attended a Women's Hispanic Caucus that drew over 4,000 participants. Many of these predominantly young, professional women were from government, law firms, corporations, schools, universities, and community colleges.

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They all seemed to be wearing Calvin Klein suits and to be on the professional upswing. A very moving, changing, in-transition group to be sure. Los Angeles City College (first) and Miami-Dade Community College (second) enroll the largest number of F-1 students in the U.S., and these are not immigrant status students. If you counted those on immigrant status, you would also have numbers typical of some of the California community colleges, where 10 to 20 percent of the enrollment is Far Eastern. The enrollment at many community colleges and high schools is as high as 50 to 60 percent Hispanic.

• I chair an urban commission of community colleges, and many of those institutions are 40 to 70 percent black. We read that the population of Mexico City will jump from 17 million to approximately 37 million in 16 years. I was in Brazil a year ago, a country of 150 million people, 50 percent of whom are below 20 years of age. It is possible that a developing, raw and rich country like Brazil, even with a well planned population program, could have 300 to 400 million people in the foreseeable future.

Economic transformations are also occurring. We have whole new vocabularies and new focuses on international debt and money supply. There are new concepts based on trade balances, international debt, federal policies, developing nations, and emerging economic blocks. To give these changes a context, we could say that we are now in the same position as some other "developing" countries, in that some countries now outpace us in standard of living and consumer production.

And there are transitions at the workplace. Office automation is a reality. Centers of information intensity have shifted. Hierarchies are breaking down. For example, in the Maricopa Community College District, it is now possible for 500 people to act on the same information within one second. In the same way as the banks have lost their money float, we have lost our information float. Everybody now knows on a moment's notice.

At this point I would like to borrow some analogies from James March, Professor of Business at Stanford University, who addressed us in Maricopa's Management Breakfast series. March said in essence—and I paraphrase—that although leaders make some difference, it is really the density of competency of its organization's members—members often doing unrecognized, unheroic work at every level at all times and doing it competently and well—that makes organizations successful or unsuccessful, effective or ineffective, pacesetting or mediocre.

It helps me to think of the external environment as its own system of changing, evolving, special constituencies. As you move away from constituent bases, you face the threat of obsolescence, irrelevance, and possible institutional demise.

In light of the transformations we are going through, it is clear that our special constituencies are in constant change and evolution, moving and shifting like a kaleidoscope. We know that women, professions, and minorities all will face new challenges and play new roles in this changing environment.

March also provided a beautiful analogy from the world of surviving biological systems. What he offers as the primary value for all organizations, corporations, universities, and community colleges dealing with survival is *adaptation*. The first premise of this concept is that organizations that adapt to their environment have a better chance of prevailing over the long haul.

Then March offered a second premise—that "perfectly" adapted organisms may actually endanger the species. One of science's great paradoxes is a concept known as *variety*. If we all strive to be alike, we may work against ourselves. A mutation out of the genetic pull, a fifth pod, a lung rather than a gill, a shedding tail—all are important parts of the adaptive scheme.

A surviving institution—organism, if you will—is aware of its unique position. While this vantage point may offer a view of a vast sea, it may also include a view of unlimited stretches of dry land; the trick for the organism is never to wander so far inland or so far out to sea that it ceases to exist. If asked to name or describe this organism, you might refer to it as "amphibian." Its instincts are renewal, transformation, growth, adaptation. As an organization, Maricopa strives to be amphibious: while it may discard a pod or function, it is growing another limb or wing at the same time. This amphibian is renewing, changing, continuously growing.

In closing, I will mention one of my newer challenges. Terry O'Banion from the League for Innovation and some other people have asked me to write a twenty-first century morality play about our community college movement. The central

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character in the play personifies our great movement, whose survival calls for a renewal of growth, development, and change. I have called the protagonist in this play Amphibian. I hope the play succeeds, because it dramatizes the choices our movement faces: change or stagnate, adapt or ossify, survive or perish.

To succeed, we as institutions, and especially as community colleges, must all be amphibians.

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1984 Traverse City Statement: Toward the Future Vitality of Student Development Services

John S. Keyser

I. Introduction

The American College Testing Program and the National Council on Student Development, an affiliate Council of the American Association of Community and Junior Colleges, convened a national colloquium on "The Future Vitality of Student Development Services in the Two-Year College," at Traverse City, Michigan, August, 1984. The colloquium was subsidized by The American College Testing Program and Northwestern Michigan College. Thirty-one two-year college student development leaders from the United States and Canada identified contemporary issues and challenges facing the profession and developed an agenda for action at both local and national levels.

The last national statement on Student Development Services in the two-year college, articulated in the Carnegie Study of the mid-'60s, was entitled *Junior College Student Personnel Programs: What They Are and What They Should Be.* Twenty-seven functions were identified which might comprise Student Personnel Services in the ideal junior college. The final report recommended a future review " . . . to chart new directions congruent with new circumstances."

Consistent with this recommendation and because of intervening changes in the environment, student development professionals should now reexamine program priorities, college management and leadership roles, and the future direction of the profession. Two-year colleges are serving a student population that is increasingly older, more minority, more female, more part-time, and more in need of evening and weekend services. This diverse student population also represents an increasingly diverse range in ability and preparation.

Decreases in traditional full-time student enrollment and cutbacks in federal, state, and local funding have created financial crises for many institutions. As competition intensifies for a diminishing pool of resources, many student development services may be in jeopardy. Moreover, concerns about quality and competition for scarce resources pose a challenge to the traditional emphasis on "access." Colleges have modified their egalitarian commitment of being "all things to all people," and many may be forced to redefine the traditional "open door."

These environmental challenges suggest a new urgency for student development professionals to demonstrate their contributions to the achievement of student and institutional goals. At the

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same time, the technologies of the "information society" provide opportunities to be more effective and efficient in *measuring outcomes,* managing information, and enhancing the quality of learning.

The 1984 Traverse City Statement, an outgrowth of professional dialogue, reaffirms the philosophy and purpose of student development services in the two-year college, defines the major issues facing the profession, and reaches some consensus on an agenda for local and national action.

II. Philosophy and Purpose

Student development philosophy is grounded in the behavioral sciences, particularly human growth and development theory. In accord with this theory, student development professionals believe in:

- the dignity and worth of each person;
- the uniqueness of each person; and
- the opportunity for each person to realize his or her fullest potential.

The student development professional is an essential and integral member of the community of educators and, therefore, shares responsibility for creating and maintaining learning environments, providing valuable programs and services, and integrating these educational experiences to meet the life-skill needs of students and staff. The student development educator focuses on the growth of the person and provides leadership in bringing together college and community resources to achieve that end.

The student development educator designs and implements support systems to assist the college in becoming an effective educational community. These roles extend to the larger community and require addressing community needs for information, for human resources, and for recreational and cultural enrichment.

III. Major Issues and Challenges

The Traverse City participants identified the following as fundamental priorities: quality and accountability, partnerships off campus, partnerships on campus, resource management, enrollment management and student persistence, educational technology, and integrating student development into the educational experience. They then analyzed each area to determine the actions

that should be taken on local campuses and through the National Council on Student Development. (The items are not listed in any priority order.)

A. Contributing to Quality Reaffirmation and Program Accountability

Educational quality is best judged according to positive and measurable student outcomes. How can student development professionals improve the quality of student learning and goal achievement while promoting and supporting the "open door" concept of the two-year college?

1. At the *local* level, student development professionals should:

a. Participate in reviewing and redefining the college mission statement so that it is broadly understood and clearly communicated.

b. Encourage a college-wide review of the compatibility of present resource allocations to the college's mission.

c. Design and implement comprehensive assessment and course placement strategies to enhance student success.

d. Develop programs and strategies to continuously upgrade professional and staff expertise and to renew their commitment to the college's mission.

e. Work with instructional units to establish and communicate entry requirements, performance expectations, and competency-based outcomes for students.

f. Promote evaluation of all student development programs and services to determine their effectiveness and appropriateness in meeting student and community needs.

2. At the *national* level, student development professionals should:

a. Plan and implement leadership development programs for chief student development professionals and for potential chief student development professionals.

b. Work with appropriate professional groups to plan and implement a recognition awards system for exemplary student development programs and for individuals who have made significant contributions to the profession.

c. Help to improve the quality and increase the quantity of published material relevant to the

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needs and issues of the student development practitioner.

d. Participate in efforts to develop, for each major student development services area, a profile of competencies and standards to guide practitioners and graduate programs.

e. Design and implement a national project to identify the elements of student success and the programs that are models for promoting student success.

B. Strengthening Partnerships With Community Constituencies

Providing services to meet changing educational needs requires that two-year colleges develop partnerships with a broad range of external agencies and groups. How can student development professionals assume a leadership role in developing and implementing these cooperative and collaborative arrangements?

1. At the *local* level, student development professionals should:

a. Participate in developing community profiles (demographics, resources, attitudes) to assist in building linkages between the college and community constituencies.

b. Identify effective partnership models within the community and disseminate this information for effective utilization.

c. Assume a facilitating role in attempting to match the college mission with the needs of community constituencies.

d. Establish and maintain active liaisons with external constituencies that serve the interests and needs of students.

2. At the *national* level, student development professionals should:

a. Assist with the formation of a coalition of professional organizations (NCSD, ACPA, NASPA) with the purpose of implementing a plan to maximize political and educational effectiveness.

b. Support efforts of the National Council on Student Development to collaborate with other councils of AACJC on joint programming efforts.

c. Formulate a statement of standards and guidelines to facilitate the transfer of students to other educational institutions.

d. Ensure the publication and distribution of information about successful "partnership" programming efforts.

C. Strengthening Partnerships With Internal (Campus) Constituencies

Community colleges now function in rapidly changing environments that challenge their capacity for creative adaptation. How can student development professionals stimulate organizational vitality?

1. At the *local* level, student development professionals should:

a. Assume a college-wide responsibility to promote high morale and create environments that foster student and staff satisfaction and achievement.

b. Develop close working relationships with other administrative units, particularly the instructional area.

c. Continue to increase involvement of students in meaningful campus governance and leadership development programs.

d. Assist in establishing a comprehensive human resource development plan designed to recruit, orient, evaluate, and develop the human resources.

2. At the *national* level, student development professionals should:

a. Develop and participate in professional association activities that locate, study, and develop models for making students an integral part of institutional governance and leadership.

b. Develop a national exchange program so student development professionals have the opportunity to gain experience in different colleges.

D. Creatively Managing Resources

Given increasing societal demands to be met with limited resources, resources must be creatively managed. What role should student development professionals play in meeting this challenge?

1. At the *local* level, student development professionals should:

a. Encourage networking and partnerships both within the institution and surrounding communities, thus combining resources that expand service opportunities.

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b. Explore effective lower-cost staffing alternatives—such as peer tutors/advisors, volunteer programs, part-timers, and paraprofessionals—that will not diminish quality.

c. Secure additional funding support from sources such as foundations, grants, consortia, alumni, and fund raising drives.

d. Establish institutional contracts with businesses, industries, and community agencies to share costs and eliminate duplication of services.

e. Explore fee-based services as alternative resources.

f. Utilize annual program reviews to recommend cost-effective prioritization of programs and services.

2. At the *national* level, student development professionals should:

a. Include cost-saving ideas and alternative funding ideas in a national computer-based resource center (see F.2.a.).

b. Recognize creative resource management through professional association publications and activities.

E. Creatively Managing Enrollments and Contributing to Student Persistence

Changing demographics, projected enrollment declines, and enrollment-driven budget processes make enrollment management one of the most critical issues facing community colleges. How can student development professionals promote access to the college while responding to the learning needs of the individual and varied needs of the communities served?

1. At the *local* level, student development professionals should:

a. Develop a systematic marketing process to assess community needs, and develop programs and services, delivery systems, and appropriate promotional messages to respond to these needs.

b. Design and implement research strategies to track student progress from entry to post-enrollment to reentry.

c. Maximize student success through services such as diagnostic and self assessment, course placement, orientation, academic advising, career planning, counseling, financial aid, and job and transfer placement.

d. Create a supportive environment in which facilities, policies, and procedures contribute to student satisfaction and persistence.

2. At the *national* level, student development professionals should:

a. Collect and disseminate information on comprehensive recruitment and retention plans.

b. Recommend that a national journal (e.g., the *AACJC Journal*) focus on the theme of creating campus environments that foster student satisfaction and success.

F. Using Educational Technology

Advances in telecommunications and computer technologies have the potential to improve student services. Community colleges need to incorporate these advances into the delivery of programs and services. How can student development professionals use technology for both educational and administrative purposes without compromising the human dimension?

1. At the *local* level, student development professionals should:

a. Develop a comprehensive and integrated student data-based management system to include, but not be limited to, a database tracking system.

b. Provide opportunities for *all staff* to become conversant and competent in the use of advanced technologies.

c. Develop automated systems to improve the delivery of services such as career exploration, course selection, job placement, transfer articulation, registration, and financial aids.

d. Develop electronic information linkages with external agencies and institutions to enhance the capacity to provide information and services to students.

2. At the *national* level, student development professionals should:

a. Develop a computer-based resource center to provide access to model programs and services, professional consultants, and software menus.

b. Identify colleges with model automated systems that facilitate student goal identification and achievement and make this information available to the public.

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G. Integrating Student Development Into the Educational Experience (Editor's Note: Submitted by the Maryland Deans of Students)

Throughout the past two decades, student development professionals have placed great importance on their leadership role in facilitating student development as part of students' educational experiences. This challenge emphasizes collaboration with faculty and other campus educators to incorporate student development concepts into the college mission, academic program competencies, co-curricular programs, and, ultimately, course objectives. The increase in the diversity of student populations and student needs and the resultant diversity of academic programs call for innovative and heightened efforts. How can student development professionals make two-year colleges more effective at integrating student development into the educational experience?

1. At the *local* level, student development professionals should:

   a. Assume leadership roles in integrating student development concepts into college missions and expected student outcomes.

   b. Assess student needs in terms of student development.

   c. Provide for student development through co-curricular programs.

   d. Collaborate with instructional leaders in integrating student development competencies into academic programs and courses.

   e. Enhance their own knowledge and competencies in student development.

2. At the *national* level, student development professionals should:

   a. Work with national professional organizations to provide programs on facilitating student development in two-year colleges.

   b. Encourage and assist graduate training programs to incorporate and emphasize knowledge and skills in both pure and applied student development theory.

   c. Help to improve the quality and increase the quantity of published materials on the application of student development theory in two-year colleges.

   d. Recommend that a national journal (e.g., the *AACJC Journal*) focus on the theme of integrating student development into the total educational experience.

   e. Identify colleges that have made significant efforts in this area and make this information available.

IV. Summary

This Statement emerged from a shared feeling of urgency about the future vitality of student development services. It is based on the conviction that, as partners with other community college leaders, student development professionals should engage in a thorough reassessment of their role in an environment undergoing constant and dramatic change. It is also based on the premise that student development professionals need to be at the forefront in influencing that change.

This Statement is only a beginning, designed to provide community college leaders with an impetus and a framework for debating the issues and challenges ahead. Although the Statement constitutes an ambitious plan of action for the student development professional and needs refinement if it is to serve as a guidepost for the practitioner, we hope that the Statement will impart to student development professionals throughout the country the sense of renewal, commitment, and energy with which it was written. If this energy is sustained and applied, the future of student development services in two-year institutions holds great promise.