

FOSTERING  
STUDENT  
SUCCESS  
IN THE  
CAMPUS  
COMMUNITY

GARY L. KRAMER  
AND ASSOCIATES



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# TABLE OF CONTENTS

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About the Authors vii  
Foreword xxv  
Preface xxix  
Acknowledgments xliii

## PART I • COMMUNICATING EXPECTATIONS

<b>1. Knowing Today's and Tomorrow's Students</b>	<b>3</b>
<i>Vasti Torres</i>	
<b>2. Creating a Student-Centered Culture</b>	<b>17</b>
<i>Jillian Kinzie and George D. Kuh</i>	
<b>3. Aligning Expectations: A Shared Responsibility</b>	<b>44</b>
<i>Thomas E. Miller and Saul Reyes</i>	
<b>4. Changing Student Services Through Assessment</b>	<b>61</b>
<i>John H. Schuh</i>	
<b>5. Promoting and Sustaining Change</b>	<b>81</b>
<i>Earl H. Potter III</i>	

## PART II • CONNECTING SERVICES

<b>6. Putting Students First in College Admissions and Enrollment Management</b>	<b>101</b>
<i>Don Hossler</i>	
<b>7. Connecting One-Stop Student Services</b>	<b>120</b>
<i>Louise M. Lonabocker and J. James Wager</i>	
<b>8. Learning Technologies that Serve Students</b>	<b>145</b>
<i>Peter B. DeBlois and Diana G. Oblinger</i>	

<b>9. Giving Advice that Makes a Difference</b>	<b>171</b>
<i>Wesley R. Habley and Jennifer L. Bloom</i>	
<b>10. Planning Good Academic and Career Decisions</b>	<b>193</b>
<i>Emily E. Bullock, Robert C. Reardon, and Janet G. Lenz</i>	

PART III • FOSTERING STUDENT DEVELOPMENT

<b>11. Learning Partnerships</b>	<b>217</b>
<i>Terry D. Piper and Rebecca A. Mills</i>	
<b>12. Developing Students' Search for Meaning and Purpose</b>	<b>236</b>
<i>Lois Calian Trautvetter</i>	
<b>13. Organizing Student Services for Learning</b>	<b>262</b>
<i>Dave Porter, Joe Bagnoli, Janice Burdette Blythe, Donald Hudson, and Deanna Sergel</i>	
<b>14. Preparing Service Providers to Foster Student Success</b>	<b>302</b>
<i>Tom Brown and Lee Ward</i>	
<b>15. Engaging Faculty to Foster Student Development</b>	<b>318</b>
<i>Faye Vowell</i>	

PART IV • ACHIEVING SUCCESS

<b>16. Intervening to Retain Students</b>	<b>343</b>
<i>Wesley R. Habley and John H. Schuh</i>	
<b>17. Achieving Student Success in the First Year of College</b>	<b>369</b>
<i>Randy L. Swing and Tracy L. Skipper</i>	
<b>18. Achieving Student Success in Two-Year Colleges</b>	<b>392</b>
<i>Margaret C. King and Rusty N. Fox</i>	
<b>19. Putting Students First in the Campus Community</b>	<b>407</b>
<i>Gary L. Kramer (with Thomas J. Grites, Eric R. White, Michael A. Haynes, Virginia N. Gordon, Michael McCauley, Wesley R. Habley, and Margaret C. King)</i>	
<b>20. Fostering Student Success: What Really Matters?</b>	<b>433</b>
<i>Gary L. Kramer</i>	

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*Robert C. Reardon* has held full-time counseling and teaching positions at Florida State University (FSU) since 1966, when he was first employed as a counselor in the counseling center. In the 1980s he codirected the Office of Academic and Career Advising Services at FSU. He is a faculty member in the Division of Student Affairs, and his current position is director of instruction, research, and evaluation in the career center; professor in the Department of Educational Psychology and Learning Systems; and codirector of the Center for the Study of Technology in Counseling and Career Development. He received a bachelor's degree in social studies from Texas Lutheran College, and his graduate study at FSU earned him an M.S. in counseling and guidance and a Ph.D. in counselor education. He received the Eminent Career Award from the National Career Development Association in 2003 and was a corecipient of the Ralph Berdie Memorial Research Award and the Extended Research Award from the American Counseling Association in 1996 and 1999, respectively.

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ters, and 100 articles. He most recently coauthored the books *One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice* (Routledge, 2006) and *Student Success in College: Creating Conditions that Matter* (Jossey-Bass, 2005). Currently he is editor in chief of the New Directions for Student Services series and is associate editor of the *Journal of College Student Development*. John has made more than 240 presentations and speeches to campus-based regional and national meetings. He is a member of the Evaluator Corps and the Accreditation Review Council of the North Central Association of Colleges and Schools. He received a Fulbright award to study higher education in Germany in 1994.

*Deanna Sergel* served as the associate director and then coordinator for the Center for Learning, Teaching, Communication, and Research at Berea College from 2002–2005. She worked with five faculty associates, a program assistant, and peer consultants to offer individual consultations, programs for groups, workshops for classes, publications, and other resources to the Berea College community. Before that, she taught for 10 years in the Department of English at Northwest Missouri State University, where she also coordinated the End-of-Core Writing Assessment. Deanna has presented workshops on course-embedded assessment, performance-based assessment of general education in Missouri, modular learning, and laying the groundwork for self-assessment. She has served on an accreditation team for the Western Association of Schools and Colleges and on the executive boards for the Missouri General Education Forum and the Missouri Association of Teachers of English. She is a charter member of the Consortium for Assessment and Planning Support. Deanna holds a B.A. in English from Florida State University and an M.A. in English from Northwest Missouri State University.

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*J. James Wager* is vice president for technology at SCRIP-SAFE Security Products and leads the development of new Internet-based products and

services. He recently retired from the Pennsylvania State University as the assistant vice president for undergraduate education and the university registrar. While at Penn State, he provided direct oversight for all academic records and associated activities for the university's 80,000-plus students at 24 campuses across Pennsylvania. He was responsible for the development and implementation of numerous technology solutions that resulted in improved student services and reduced university expenditures. He played a leadership role in the enrollment planning initiatives of the university as well as strategic planning and total quality activities. He was a member of the university faculty senate and taught management courses. He served as the board chairman of the American Association of University Registrars and as the program coordinator of the Registrars' Summer Institute at Aspen. James has provided program consulting services to numerous universities across the country and in the United Kingdom. He has published more than three dozen monographs, professional papers, and contributions to professional books. He has also made numerous presentations to regional and national associations including the American Association of Collegiate Registrars and Admissions Officers and EDUCAUSE. He remains a strong advocate for the delivery of student services using secure web technology. He holds two degrees from Penn State—a B.S. in management and an MPA with an emphasis on managing information systems in higher education.

*Lee Ward* is director of career and academic planning and assistant professor of psychology at James Madison University. His experience in higher education also includes administrative appointments in athletics, first-year experience, recreation, student unions and activities, leadership development, and service-learning. In addition, he founded the Student Learning Institute and was its executive director for five years. Lee is a frequent consultant to other colleges and universities on issues of planned change, visioning, and leadership; he has also been an invited speaker and presenter at a variety of national and international conferences. He has written widely about change strategies and the elements of effective learning environments. He holds a doctorate in higher education administration from North Carolina State University and a master of education and B.S. in biology from Salisbury University. Lee is a member of several professional organizations and is active in service to the American College Personnel Association, from which he received the *Annuit Coeptis* honor in 1996. A native of Baltimore, Lee is a former college baseball coach and scout for the Milwaukee Brewers.

*Eric R. White* earned his undergraduate degree in history from Rutgers University and his master's and doctorate in counseling psychology from the University of Pennsylvania. He joined the Pennsylvania State University in 1970 as a psychological counselor at the Delaware County campus. Moving to University Park in 1975 as coordinator of the Freshman Testing, Counseling, and Advising Program, Eric was named director of the Division of Undergraduate Studies in 1986 and executive director in 1999. He was also named associate dean for advising in 2006. Active in the National Academic Advising Association (NACADA), he has served as the multiversity representative, as chair of the placement committee and the Commission on Standards and Ethics in Advising, as treasurer, and as a member of the board of directors from 2002–2005. He was president of NACADA in 2004–2005 and of the Association of Deans and Directors of University Colleges and Undergraduate Studies in 1993. He is an affiliate assistant professor of education at Penn State; author of monograph chapters and journal articles; and coeditor of *Teaching Through Advising: A Faculty Perspective* (1995), a monograph of the Jossey-Bass New Directions for Teaching and Learning series, and *Teaching From Mentoring* (2001), another Jossey-Bass New Directions monograph. He has also written a chapter for the NACADA/Jossey-Bass publication *Academic Advising: A Comprehensive Handbook* and coauthored a chapter on technology in *Faculty Advising Examined: Enhancing the Potential of College Faculty as Advisors*. Eric is the 2002 recipient of NACADA's Virginia N. Gordon Award for Excellence in the Field of Advising and the 2005 recipient of Penn State's Administrative Excellence Award.

## FOREWORD

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What? Another book about student services? Who needs it?

Two assumptions underlie these questions. First of all, these questions assume that we have already perfected the wheel on this topic. And second, they assume that this book is primarily about student services and, hence, for student services providers. I want to address these assumptions.

Clearly, we have not perfected the art, form, or substance of student services. We have been providing many of these services only since World War II—and many only since the Great Society legislation, especially the Higher Education Act of the mid-1960s. And, as we measure time in our 1,000-year-old enterprise, this is only a tick of the second hand. A substantial body of literature on this new field within higher education has been slow to emerge, just as traditional practices of assimilating and supporting students in higher education have been slow in changing and adapting. And from even a cursory glance at our performance in moving students through academic curricula to degree attainment, it would appear that we still have much to learn and perfect to maximize student achievement. Thus, for me, a work that stops and examines the current state of the art of student services is still very much needed.

But more than that, I believe this is not just a book about student services and for student services professional employees. This is a book about the requisite internal conditions, processes, and support mechanisms for collegiate student success. This is, in the words of my friends George Kuh and Jillian Kinzie, about how to create an infrastructure to support a “student-centered culture.” Fundamentally, any campus culture is about values—what and whom a particular campus values, prizes, aspires to, and allocates resources to accordingly. Hence, I believe this book is as much as for faculty as for student services professionals. After all, we provide student services to support the

work of the faculty. And it is the faculty who are most likely to ultimately become the administrative leaders of higher education institutions and then make critical decisions about student services: what services are needed, who should provide them, and how much they should be supported through resource allocation. Hence, I would argue that this book should also be read by faculty who have a big-picture interest in the overall effectiveness of their institutions and who are or may someday become campus leaders. In conclusion, this is not just a book for and about student services. If you are a student services reader, when you are finished with this work, pass it on to a faculty member who you believe is going to make still greater contributions to institutional leadership and student success.

I wish to commend my colleague, Gary Kramer, for his original vision for this project, one that led him to take this idea to my friends Jim and Susan Anker of Anker Publishing in the first place. That vision led Gary to recruit this stellar cast of contributors. I personally know and have worked with 16 of the book's 37 contributors. What an impressive and diverse array of intellectual investors he has attracted to this project.

I first came to know Gary through a similar process almost 20 years ago, when he came to me with another inspired vision, this one to create a monograph about which nothing had been published—the vital intersection between improving academic advising and improving the whole first-year experience. At that time Gary was the president of the National Academic Advising Association, and I was the executive director of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina. I find it very heartening to see that Gary is at it again, identifying a void, a need, in the literature base and being both willing and able to undertake the intellectual leadership effort to address it. Gary has exceptional skills in creating academic and administrative partnerships for the improvement of student support across the spectrum of institutional types. In this role he draws on both his own institutional and professional association experiences and his vast network of other practicing administrators, scholars, and intellectuals with expertise in this important field.

I have learned in my career that to become more successful with all our students, we have to change the value system of the academy. College was not originally designed to serve many of these students, students who don't represent the cohort that I epitomized when I began college—New England, white, property-owning, Protestant males. We have to persuade our colleagues to understand and value our new students and to serve them in new ways. And we need intellectually substantive literature, based in research and

best practices, to perform this kind of persuasion. And that is a further reason why this work is needed. Our values ultimately lead to sets of institutionalized policies, practices, pedagogies, and systems of student support.

I saw how important it is to change basic societal values when I first arrived in South Carolina in early 1967, just three years after the Civil Rights Act. I was on active duty in the United States Air Force, which soon ordered me to become an adjunct instructor for my future and lifelong employer, the University of South Carolina. Some skeptical whites said to me in that era, “You can pass a law ordering this and that, but you can’t change the way I think” and, by implication, the way they behaved. What I have seen over my now four decades in the Deep South proves just the opposite. When any group changes its basic rules and policies, it creates the framework in which people behave, interact, learn, and socialize. This then affects values formation. And so I believe that to improve student performance, we have to change many of our policies and procedures, which in turn shape the contexts in which we interact with our students and in which they learn or don’t learn. This book helps show the way. Once again, Gary Kramer and his associates offer a better way to go about an important component of the total higher education enterprise. In that spirit I salute all of the contributors—and all of you who take this book seriously.

*John N. Gardner*  
Brevard, North Carolina  
November 2006



## PREFACE

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This book stands on the shoulders of a multitude of theorists and practitioners. Namely, the scholar-researcher-authors in this book, most of whom are currently or have been institutional or national professional organization leaders, bring to the forefront key issues on student success on the campus. From the first chapter to the last, this book's focus is on the campus community as facilitator and leader of the successful college student experience. This volume offers a unique blend of theoretical foundations with ample and relevant effective educational practices as well as suggested qualitative next steps for colleges to consider in fostering student success in the campus community. Using "students first" as the primary theme, the chapters present an examination of the concept of student success as it relates to the services and advice that help students succeed. Moreover, chapter contributors provide insights into the strategies and tools that institutions can use to create a successful campus environment. The key issues that make up the essence of this volume include addressing changing student demographics and needs, aligning institutional and student expectations, connecting student-oriented services systemically, organizing and fostering student services for learning, and creating and delivering services for students to achieve success in the campus community.

The following questions are addressed throughout the book and summarized in the final chapter: What do good institutions do beyond the routine or expected to actually create and achieve a student-centered environment or culture of student success? What are the essential or common ingredients found in successful programs? What does the research suggest as next steps that institutions should consider to promote student success? Finally, what do institutions and student services providers need to do better to align expectations, connect services, actively foster student development, and consistently achieve results through student-oriented services and programs? The response to these

questions and others presented throughout this volume compose this work's 20 chapters and 4 parts on communicating expectations, connecting services, fostering student development, and achieving institutional success.

## STUDENTS FIRST IN THE CAMPUS COMMUNITY

The foundation for this book stems from two individuals, both of whom have not only inspired me to assemble this volume but who have also over the decades invigorated all of us in higher education to do the real business of putting students first in the campus community. Harold Hodgkinson (1985), the educational demographer, often said that what determines institutional and student success is to know the students who are entering higher education and how they are progressing in it. And John Gardner, the first-year-experience and students-in-transition guru, aptly emphasized the importance of making a positive and profound difference in the lives of students. Like Hodgkinson, Gardner motivated us faculty and administrators to remember who in our own educational journey made a difference or served as a positive role model. Likewise, he asked who our students will remember long after they have left their college experience. Who will they remember as having made a difference in their lives, put them first, and enabled and ennobled them to achieve success?

These injunctions are still relevant today as higher education enrollments continue to rise to new levels (Hussar, 2005). For example, Hodgkinson's concern about knowing students is especially important as student demographics change. Increasing student diversity requires campuses to account for, know, and align the needs and expectations of students with those of the institution. Of equal value is knowing how students are progressing or, in today's language, showing evidence of student learning outcomes. Student success processes vary across groups. Not all students face the same barriers, nor do they need the same assistance to be successful in college. Institutions ought to strategically take into account the particular family, community, and policy context of specific students when forming policies and programs.

The United States has slipped in the rankings of worldwide higher education, particularly on measures of college participation, access to college, fostering student success, and degree completion. That fact suggests that the need has never been greater for institutions to provide improved student support services (see Hebel, 2006). However, the definition of student success transcends mere retention, degree completion, and related employment. Fostering a student-centered environment suggests a much broader definition of student success.

Today's institutions also face increased pressure to provide evidence of student learning outcomes and other measures of student success. This task is made more difficult by the characteristics and changing roles of the millennial generation. The millennial college student is older, more ethnically diverse, likely to almost exclusively use online student services, and may attend more than one campus concurrently (Coomes & DeBard, 2004; Lovett, 2006; Oblinger & Oblinger, 2005). Millennials struggle to meet institutional expectations of the traditional classroom and campus environment. Lovett notes that they often must hold more than one job to support families and thus are not always involved or engaged on campus. They must at times resist institutional pressures to participate in social, recreational, or cocurricular activities. So it is often difficult for the campus to build a sense of community, and institutions are left to find alternative ways to enrich student learning and success (Lovett, 2006). Vasti Torres, author of Chapter 1, adds that "today's higher education institutions are under constant pressure from external forces to reflect the changing landscape of U.S. society."

## STUDENT SUCCESS AND THE RESEARCH LITERATURE

Researchers, scholars, administrators, and practitioners have long sought to understand and address these concerns. They've asked, "What constitutes student success given the changing roles of students, faculty, and even higher education itself?" Consider, for example, such lengthy volumes on the effect of colleges on students by Pascarella and Terenzini (1991, 2005). By bringing together several commissioned papers written by higher education scholars, in November 2006 the National Postsecondary Education Cooperative extended the discussion and research about the meaning of student success and what institutions need to do to create a culture of student success. In addition, the principles, standards, and frameworks required to achieve institutional and student success are well developed in the literature (Bailey, 2006; Barefoot et al., 2005; Baxter Magolda & King, 2004; Blimling, Whitt, & Associates, 1999; Braskamp, Trautvetter, & Ward, 2006; Braxton, 2006; Council for the Advancement of Standards in Higher Education [CAS], 2006; Hearn, 2006; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006; Kuh, Kinzie, Schuh, & Whitt, 2005; Miller, 2005; Perna & Thomas, 2006; Sandeen & Barr, 2006; Tinto & Pusser, 2006). Such scholarly attention has provided a connection between effective educational practice and research.

The research literature continues to provide significant insight and evidence on the factors that contribute to student success. However, what works

for one institution may not necessarily work for another. No magic bullet or one-size-fits-all solution has emerged to drive policymakers, campus leaders, faculty, and service providers. Instead, researchers have provided more generalized guidelines for success that institutions can adapt. For example, Perna and Thomas (2006) suggest 10 approaches to address student success on the campus. These cut across the spectrum from pre-college readiness to post-college attainment. Similarly, Tinto and Pusser (2006) developed a framework to help guide college faculty, staff, and policymakers in achieving institutional effectiveness. Jillian Kinzie and George Kuh in their chapter in this book, and more specifically in their book (Kuh et al., 2005), provide specific conditions and institutional activities for creating a culture of student success. Braxton (2006) focuses on teaching and the development of recommendations about what institutions can do to enhance, align, and promote teaching performance as a contributor to student success. However, as Bailey (2006) points out, institutions must consider the influence of several factors as they apply these approaches: the impact of a student's family; general conditions in society; variations in the K–12 system; a student's personal characteristics, tastes, and attributes; the characteristics and policies of individual colleges and their pedagogic practices; state and federal policies on college regulation and financial aid; and the behavior of peers, advisors, faculty, and staff at any individual college.

The research suggests that an important factor in attaining student success is the willingness of institutions and policymakers to align policies and related assessment with student success indicators. The growth in size and diversity of student populations in these times of scarce resources and increasing demands for accountability challenge college administrators to more assertively measure and demonstrate student learning outcomes. At the same time, Tinto and Pusser (2006) caution that, despite the immense volume of research on college student outcomes, there are few well-supported insights and recommendations for colleges to apply to foster persistence and completion—even “a lamentable paucity of empirically sound research on effective education practice.” Yet colleges must move forward, even when research does not definitively tell them what the best course would be (Bailey, 2006). Braxton (2006), Tinto and Pusser (2006), Kuh et al. (2006), and others have set forth specific recommendations to improve college teaching, build effective partnerships between institutions and policymakers, and develop our collective will to make use of what we know about improving student success. There is good evidence that when organizational structure and institutional commitment are both in place, they together influence student success (Berger & Milem, 1999; Braxton, Hirschy, & McClendon, 2004; Kezar &

Kinzie, 2006). Although there may be some things outside of an institution's control, there are many things that institutions can do to focus on students to ensure they reach their full potential, which is what this volume is all about. Each chapter emphasizes themes found on campuses that focus on helping students achieve success.

## THE PURPOSE OF THE BOOK

The premise of this book is that student learning, growth, and success are the business of everyone on the campus. Involving the campus community in this strategic and systemic endeavor is essential. As institutions develop partnerships between policymakers, administration, faculty, service providers, students, and the educational community at large, a culture of student success will grow.

However, this book makes no attempt to define what student success is or should be for all institutions. Not all conditions and indicators of success given in this volume are readily applicable or transferable from one institution to another. Bailey (2006) suggests that institutions must consider the success indicators presented here in light of costs, resources, and time. They must also consider the impact of change on traditional faculty or administrator roles and organizational structures. Do institutional or individual incentives discourage reform? Does the institution have the will to make difficult changes to improve the institutional environment for students? Certainly, effective practices that cannot be implemented and sustained are not much more useful to student success than practices that do not work (Bailey, 2006).

This volume takes on this challenge by examining differences among institutions in higher education and offers considerations for action to improve and foster a student success culture. Although the book may not always perfectly connect research (what we know) to practice (what we should do), it does offer a host of suggestions for ways to better know the students who enter and leave an institution, to put students first by aligning expectations, and to regularly monitor those students' progress on goal achievement. Thus, the premise of this book is that any institution that does these things can make a collective positive difference in the lives of students by offering services that matter.

## AUDIENCE

This book is specifically targeted at institutional leaders and practitioners who are responsible for the support, direction, and coordination of student serv-

ices. That is, this volume is intended for anyone in the campus community charged with knowing what kinds of students are entering the system and how they are progressing in it. Specifically, this book is for those who are concerned with 1) supporting student development, learning, and achievement; 2) assessing student progress and achievement of learning outcomes; 3) working collaboratively, or through shared partnerships, to promote success for all students on the campus; and 4) determining and establishing the conditions for a student-centric culture on campus. Service providers, faculty, and other readers will learn how to encourage a variety of desired outcomes, including student persistence, satisfaction, learning, and personal development. Practitioners can also use this book to help examine their daily work—particularly the methods, models, standards, and success factors they use to achieve student success on their campus.

The target audience also includes administrators who are responsible for the support, direction, and coordination of student advising and related services. This includes vice presidents, deans, and directors as well as frontline administrators responsible for day-to-day student services. In addition, faculty and students in graduate programs may find this volume useful in their program of study, particularly as it relates to strategic approaches to student development, profiles of services that matter to students, and new directions for practice.

## ORGANIZATION OF THE BOOK

This book is organized into 4 parts and 20 chapters. Part I, *Communicating Expectations*, examines and defines what responsibility policymakers, campus leaders, and faculty have in creating an environment that helps students succeed. The five chapters in this section set the conditions for student success on the campus through models, effective educational practices, and trends.

- *Chapter 1, “Knowing Today’s and Tomorrow’s Students”*: Vasti Torres establishes the book’s foundation and overall focal point by asking whether higher education is truly keeping up with its changing demographic landscape. Moreover, once a snapshot is provided for today’s student, the chapter investigates how demographic changes influence students’ access to higher education and their persistence, focusing on those students who are at risk. Sections of the chapter address creating a supportive environment for multiple types of students and related effective educational practices.

- *Chapter 2, “Creating a Student-Centered Culture”*: Jillian Kinzie and George Kuh take the changing student demographics discussed in Chapter 1 and focus on establishing a student-centered culture. To help readers create and sustain a student-centered culture, which is documented as a major factor in the success of all well-performing institutions of higher education, this chapter draws on research on student learning and educational effectiveness to distill key features of student-centered cultures.
- *Chapter 3, “Aligning Expectations: A Shared Responsibility”*: Thomas Miller and Saul Reyes explore the challenge of effectively aligning both institutional and student expectations to enhance the student experience on campus. The authors claim that a belief in the campus community that student expectations matter is an important ingredient in the student-institution relationship. To be effective, institutions must adjust to changing student demographics (and, therefore, needs) and establish a culture of student success by aligning student and institutional expectations.
- *Chapter 4, “Changing Student Services Through Assessment”*: John Schuh argues that the most effective way to make decisions, especially those that bring about changes in the campus environment, is to base them on data. Assessment is central to knowing how students are progressing in the system and whether certain programs have an impact on and lead to achieving learning and development expectations. Specifically, the chapter describes assessing services, programs, and activities as a mechanism of change.
- *Chapter 5, “Promoting and Sustaining Change”*: Earl Potter focuses on the commitment to put students first in the community. Specifically, he addresses the need to achieve near-term successes that will lead to long-term success. External pressures will force colleges and universities to become more student centered. Success will come as campus leaders concentrate on managing change within the organization to sustain student success.

Part II, *Connecting Services*, describes campus services that are central to putting students first. Each chapter in this section cultivates a systems perspective that encourages readers to evaluate and align their work with the needs and expectations of students and the institution. This section emphasizes admitting students to succeed, giving advice that makes a difference,

providing learning technologies that serve students, connecting academic and career decisions, and providing one-stop student services both virtually and in a physical location.

- *Chapter 6, “Putting Students First in College Admissions and Enrollment Management”*: Don Hossler focuses on those areas of student engagement that are commonly responsibilities of enrollment management professionals. Acknowledging the challenge such professionals face to bring in and retain students amid institutional enrollment pressures, this chapter advocates the importance of helping students make sound college choices to give them the best chance for success.
- *Chapter 7, “Connecting One-Stop Student Services”*: Louise Lonabocker and James Wager describe model one-stop organizations and the planning required to create them. The phenomenon of one-stop student services—offering advising and counseling services from admission to graduation in one place—is a fast-spreading trend across the nation’s campuses. To meet the expectations of today’s students and families, this chapter promotes web-based and in-person services, which remove the runaround that students abhor. The emphasis on exchange (of forms, documents, signatures) in physical student centers is significantly altered by taking a virtual approach. Virtual one-stop services focus on campus web sites, electronic signatures, email, and other technologies. This chapter discusses the advantages of integrating and creating a virtual one-stop service center (with physical service centers as an additional service), especially for commuter students and long-distance learners.
- *Chapter 8, “Learning Technologies that Serve Students”*: Peter DeBlois and Diana Oblinger make the case for a new understanding of technology as an enabler for student learning. This chapter is a call not only for understanding new learning technologies but for the active involvement of student services providers in helping students of the Net generation use those technologies. The authors further the discussion on what role technology should play in supporting on- and off-campus learners in such areas as one-stop (or no-stop) advising centers and business processes.
- *Chapter 9, “Giving Advice that Makes a Difference”*: Wesley Habley and Jennifer Bloom discusses the need for collaborative partnerships in the campus community to help students identify and realize their academic

goals and objectives. Academic advising is a service in which faculty members, academic departments, and professional advisors come together to ensure quality student experiences, progress, and the achievement of academic goals. This chapter emphasizes a systemic and strategic view of academic advising that includes a broad and strong institutional commitment to an interconnected academic advising program.

- *Chapter 10, “Planning Good Academic and Career Decisions”*: Emily Bullock, Robert Reardon, and Janet Lenz conclude this section with a discussion of how to connect academic and career advising with planning. This chapter also emphasizes the importance of other related services—including career placement, academic internships, and career interventions counseling—in making good decisions. The chapter uses a theory-based model to provide hands-on advising tools, which are illustrated in a comprehensive case study.

In Part III, *Fostering Student Development*, core principles and practices of holistic student development and growth are presented. This section emphasizes student readiness, learning partnerships within the institutional environment, the organization of services for learning, preparing service providers, and engaging faculty in fostering student success. Several chapters in this section view student success through the lens of Baxter Magolda and King (2004) and consider how students can achieve self-authorship, or a personal awareness of their core beliefs, values, and moral directions through life. Institutions with such a focus strive to help students become the best people they can be and help them develop into fully realized, autonomous adults.

- *Chapter 11, “Learning Partnerships”*: Terry Piper and Rebecca Mills begin this section by encouraging faculty and staff to be more intentional about helping students form partnerships that result in self-authorship. The authors describe student experiences and the changes that take place through epistemological, intrapersonal, and interpersonal dialogue. They argue that the learning partnerships model helps students express greater awareness of and comfort with the skills and abilities defined in learning outcomes. In addition, this model is an effective means to promote self-authorship. Fostering accountability for student learning outcomes is a result of shifting our focus from what we do to what students do. This approach assists students in their transition from depending on external authority to depending on internal self-reliance.

- *Chapter 12, “Developing Students’ Search for Meaning and Purpose”*: Lois Calian Trautvetter emphasizes that all colleges and universities, religious or secular, have the responsibility to contribute to the spiritual, moral, and character development of students. This chapter challenges administrators, service providers, and faculty to consider ways in which their institutions can improve holistic student development. Furthermore, Trautvetter discusses the importance of creating a supportive campus environment for students as they explore meaning, purpose, and the greater good. This chapter provides a framework that will not only enrich the personal lives of students but also deepen their learning.
- *Chapter 13, “Organizing Student Services for Learning”*: Dave Porter, Joe Bagnoli, Janice Burdette Blythe, Donald Hudson, and Deanna Sergel state that the organizational structure and climate of an institution, built on various institutional paradigms and perspectives, have a strong bearing on what students learn. This chapter identifies the consequences of various institutional paradigms and perspectives and considers ways in which progressive approaches to educational administration can enhance student learning and success. The authors then apply theoretical underpinnings of student learning to effective educational practices.
- *Chapter 14, “Preparing Service Providers to Foster Student Success”*: Tom Brown and Lee Ward focus on motivating and coordinating the work of student services providers in delivering high-quality, timely, comprehensive, and accurate services to students. It emphasizes developing staff and empowering them to foster student success. Overall, this chapter focuses on enabling students to take charge of their educational planning. The authors thoroughly discuss the role of those responsible for creating campus environments to make student success and development the highest priorities.
- *Chapter 15, “Engaging Faculty to Foster Student Development”*: Faye Vowell addresses the role of faculty advising in fostering student success. The chapter emphasizes a thoughtful consideration of advising expectations and role definition. Divergent expectations of advising are often held by faculty advisors, their institutions, and student advisees. Thus, a great challenge faced by institutions is to create a common vision of what to expect from both advisors and advisees. To be successful, institutions must clearly express expectations and provide a culture of support for faculty advising on the campus. This chapter presents model faculty advising through case studies. It addresses such faculty

advising issues as accountability, development, delivery, evaluation, and recognition and reward.

Finally, Part IV, *Achieving Success*, reasserts the central theme of this book, which is to identify conditions needed for achieving student success on the campus. This section illustrates success factors that are commonly found in effective institutions. It emphasizes the importance of partnerships between policymakers, campus leaders, faculty, service providers, and students in aligning expectations, connecting services, fostering development, and achieving success.

- *Chapter 16, “Intervening to Retain Students”*: Wesley Habley and John Schuh synthesize the research literature on retention and degree completion over the past 50 years. The authors provide an insightful and thoroughly researched blueprint for broadening the definition of student success by outlining interventions that institutions and policymakers should consider. Critical issues regarding the retention/degree completion paradigm are reviewed. In particular, the authors note that the path to a college degree is neither linear nor constrained by time and that today college completion often comes via alternative means of earning college credit and multiple institutions of attendance.
- *Chapter 17, “Achieving Student Success in the First Year of College”*: Randy Swing and Tracy Skipper review first-year students’ unique struggles, especially their high attrition rates and developmental challenges. Using educational research, the authors present four significant ways to increase the success of first-year students who are at risk. Mirroring the major themes of this book, this chapter focuses on 1) entering students’ characteristics, 2) the effect of external influences, 3) what students do, and 4) what institutions do.
- *Chapter 18, “Achieving Student Success in Two-Year Colleges”*: Margaret King and Rusty Fox emphasize the unique challenges and opportunities two-year colleges face in fostering student success. The authors bring the reader up to date on what’s changed in two-year colleges and on how campus leaders are fostering student success through various initiatives. The chapter demonstrates what needs to be done to create effective, interconnected educational practices.
- *Chapter 19, “Putting Students First in the Campus Community”*: Gary L. Kramer (with Thomas J. Grites, Eric R. White, Michael A. Haynes,

Virginia N. Gordon, Michael McCauley, Wesley R. Habley, and Margaret C. King), all former leaders of the National Academic Advising Association, use the *CAS Professional Standards for Higher Education* as a framework to present six pathways to achieving student success. In this chapter academic advising is specified as the hub of student services and the key facilitator in helping students identify and realize academic goals and objectives. The authors note that academic advising depends on collaboration and shared partnerships with other campus departments. It is one of the very few institutional functions that connects all students to the institution. More important, academic advising has the potential to reach across the institution and coordinate the services that will assist students in their academic goals from point of entry to the time they leave the institution. The CAS standards are highlighted in this chapter to illustrate the importance of a framework to guide campus services.

- *Chapter 20, "Fostering Student Success: What Really Matters?"* Gary Kramer concludes this section and summarizes the book. This chapter addresses three questions raised here in the preface: 1) What do we know about student success on the campus? 2) What services matter to students? 3) What should institutions consider as next steps to fostering student success on the campus? In response to these questions, the chapter lists common educational practices found at institutions that have established a culture of student success. It also summarizes the recommendations presented in this volume that readers should consider as they seek to develop and implement programs that foster student success.

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## PART I

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# COMMUNICATING EXPECTATIONS

The importance of knowing today's and tomorrow's students, creating a student-centered culture, aligning expectations, and sharing responsibility are discussed in Part I of this book. Central to the concepts of student learning, development, and success are assessing outcomes and promoting and sustaining change. Developed in these chapters is the important notion of aligning student and institutional expectations to develop measures of student outcomes and using the results to improve educational practices.



# 1

## KNOWING TODAY'S AND TOMORROW'S STUDENTS

VASTI TORRES

Today's higher education institutions are under constant pressure from external forces to reflect the changing landscape of U.S. society. Perhaps the most nebulous and critical of the forces is pressure to be responsive to the societal and demographic changes presently occurring and strengthening in society (Yankelovich, 2005). For example, one of the changes influencing higher education and garnering much attention is the effect that longer life expectancy is having on the order in which Americans accomplish life tasks. This longer life span influences higher education in two noticeable ways: First, students are creating new patterns of attendance by delaying college or taking longer to graduate (Yankelovich, 2005). This delay, in turn, affects other aspects of higher education, such as how access is measured. Second, more faculty and administrators are delaying retirement and working longer (Fogg, 2005). This trend creates an environment in which faculty and administrator expectations of what a college student should be may not match who today's, and tomorrow's, college students are.

Another factor influencing higher education is the advancement of technology (Yankelovich, 2005). Perhaps Marc Prensky (2001) best described this significant change in the landscape by calling today's students "digital natives," or native speakers of the digital language of computers, video games, and online socializing. The rest of us, especially those in senior administrative or faculty positions, tend to be "digital immigrants." Like most immigrants, we do our best to adapt to the current technological environment and hope we can keep up with the changes. But the expectations for mastering technology are getting higher and higher, and it's becoming more and more difficult to keep up with technology's rapid changes.

Even among the digital natives, there are differences that complicate this changing landscape. A phenomenon that is talked about in the media but not

discussed much in higher education is the *digital divide*, which was originally defined in the early years of the Internet as the difference between the haves and have-nots. Eastin and LaRose (2000) say that today the “digital divide has been conceptualized primarily in terms of patterns of race and class discrimination that are reflected in unequal access to computers and the Internet.” The existence of computer labs has led administrators and faculty to think that the digital divide in higher education is not wide. Yet there is much we don’t know about our students’ prior Internet activity and what influence income and education can have on their access to the Internet. The two examples of societal influences provided here, technology and changing life patterns, illustrate the changing landscape of higher education and how we must adapt our practice to encompass these changes.

To determine what we know about today’s and tomorrow’s students, this chapter will begin with an understanding of how student demographics have changed and then consider how these changes influence students’ access and persistence, focusing on those who are at risk of not succeeding in college. And to help administrators know what to do, the chapter will end with a summary of best practices. Although there is no magic recipe that will help every institution understand the changing faces of higher education, it is important to understand administrator and faculty responsibilities in creating an environment that helps students succeed.

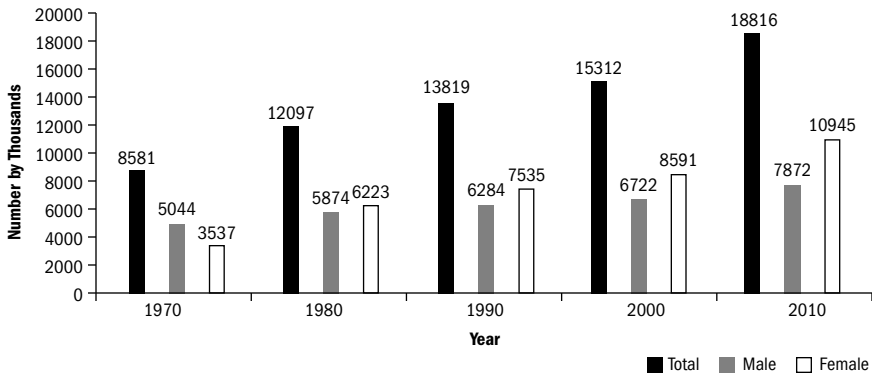
## CHANGING STUDENT DEMOGRAPHICS

Many faculty and administrators began working with college students during the great expansion of higher education in the late 1960s, the 1970s, and the early 1980s. When faculty and administrators began their academic careers is significant because their impression of what a college student looks like may be tied to when they first entered the academy.

Coomes and DeBard (2004) posit that there are four distinct generations on most college campuses: silents (born between 1925 and 1942), boomers (born between 1943 and 1960), Generation Xers (born between 1961 and 1981), and millennials (born between 1982 and 2002). Each of these generations has differing values and seeks to correct something from the previous generation (Coomes & DeBard, 2004).

Understanding the diversity among our college students is critical to understanding how we can serve today’s students. Comparing the college enrollment patterns from 1970 to 2000 reveals major growth and changes in the composition of the student body. Major shifts include the following:

Figure 1.1 **Undergraduate Attendance in U.S. Colleges and Universities, by Gender, 1970–2010**



Source: Snyder, Tan, and Hoffman (2006). Note that the statistics for 2010 are projections.

- *Gender:* Figure 1.1 reveals that the number of women undergraduates has been increasing since 1980; today women make up 58% of the undergraduate student population (American Council on Education [ACE], 2005; Snyder, Tan, & Hoffman, 2006). Although much has been made of this increase in female attendance, research shows that this trend is not happening at the expense of men; rather, Latino and African American women are enrolling at higher rates than their male counterparts (King, 2006).
- *Attendance:* As indicated in Figure 1.2, the number of part-time students is increasing. It is estimated that in 2003, 59% of undergraduates attended college on less than a full-time, full-year basis and that 40% attend community colleges (ACE, 2005).
- *Race/ethnicity:* In 1980 the percentage of minority students (African American, Latino, Asian, and American Indian) was 16.5%. By 1997 there was a 10% increase to 26.8% (Hoffman, 2001); by 2003 the number had increased to 36% (ACE, 2005).
- *Immigration:* By 1999–2000, 20% of undergraduates either were born outside the United States or had at least one parent who was born outside the United States (Choy, 2002).
- *Age:* In 2003, 39% of undergraduates were at least 25 years old (ACE, 2005).