

**Presidential Commission on
Student Development:
Everything Old is New Again**

April 15, 2009

Presenting the Charge

The Commission on Student Development grew out of Dr. Burnham's February 2008 White Paper in which he charged the Commission to review the Student Development Model and academic advisement at Brookdale and make recommendations regarding the development and implementation of a "fully interconnected system designed to fulfill the 21st century of Brookdale Student Development."¹

From the beginning, the Commission has believed that the intentions of the original model are valuable and should be retained. However, many of the past practices are no longer realistic in an institution that has grown exponentially since its founding. The Commission has therefore sought to retain the core philosophy of the original Student Development Model and evolve in a way that will best serve our current and future student populations.

The Commission's work is based upon extensive research both inside and outside of the institution. Guiding principles were presented to the college community in Fall 2008 at a Governance forum. After the community had the opportunity to respond to these principles, the Commission divided into committees that addressed three domains: advising/counseling; other student development services; and technology. Through these committees, research continued, including visits to peer institutions and the gathering of additional input from the college community in the form of interviews, roundtables, and an open invitation to respond via email.

In January 2009, the first draft of the model was presented to the Counseling Division and to the college community at a second Governance forum. Based upon input from those venues and continuing research, the following presents a revised model and next steps for implementation.

Research

As the Commission began its work, we quickly realized that this process is not unique to Brookdale. Many institutions have faced similar challenges about how to meet the needs of a growing and changing demographic of students.² The Commission has actively engaged in a review of what other institutions do, what we have done in the past and what the higher education community regards as "tested" as shown in empirical research and scholarly literature. Research guides what we recommend; nothing herein exists because we as a Commission think it "sounds" good; it is bounded in student development theories, in best practices of advising and counseling, and in the hands-on research from visits to similar institutions.

A New Definition of a Holistic Student Development Model:

Brookdale Community College's founding mission proclaimed a commitment to the development of the whole person in the higher education setting. Brookdale's holistic approach to Student Development is based on the seminal work of Arthur Chickering who purported that in a college setting, students are tasked with exploring and developing among other things, their identity, their personal relationships, and their purpose in life.³ This early model posits the Student Development Specialist/Counselor (SDS) at the center of the array of services and supports that the College offers to the student body at Brookdale. The SDS provides the student with the advocacy and connection to individuals and offices both inside and outside the College who may help them in their personal, academic, and vocational development. The early days of the institution allowed for SDS-driven, individualized planning for every

¹ Burnham, P. (2008). Student development model and academic advisement at Brookdale: Responding to new expectations.

² Strauss, W. and Howe, N. (2007). Millennials go to college: Strategies for a new generation on campus. Great Falls, VA: LifeCourse Associates.

³ Chickering, A. (1969). Education and identity. San Francisco: Jossey-Bass

student at Brookdale. While an individualized approach to student development is still the goal, the realities of increasing enrollment and the disproportionate ratio of student to SDS render the founding model untenable and myopic.

The Commission examined the history of the model at Brookdale and the subsequent attempts to evolve it to meet the changing demographics and needs of the student body.^{4 5} This information in conjunction with a consistent pattern of dissatisfaction reported by students on Student Satisfaction Inventories and Graduate Student Surveys⁶ is indicative of the need to view the holistic model from an altered perspective; one that places the student at the center of the array of college supports and services. An individualized approach to student development remains at the heart of the re-visioned model, yet students are further empowered to become the determiners of their personal growth and development while at Brookdale. *Figure # 1* (Appendix 1) illustrates a student-centered model as the new approach to Student Development Services at Brookdale.

Student Development Services at Brookdale must encompass a multitude of access points for students to learn about themselves and make connections to others and the institution. In addition to academic advisement services for course selection and degree completion, students can seek the assistance of a counselor to help them make decisions, set goals, and improve the quality of their relationships and life. The proposed model encourages student responsibility to determine his/her own needs and the right to determine which experiences will best meet those needs. Student Development Services affords students the opportunity to work with a variety of professionals before, during and after the students' first year, all dedicated to their individual development.

Needs of the New Model of Student Development:

The proposed new Student Development Service Model will require a significant commitment on the part of the institution to educate, train, and encourage adoption of the model in the college community. What is called for is a marketing blitz and "branding" of the model that places the student at the hub of their Brookdale experience, while calling *every* other member of the college community to embrace his or her unique role in that experience.

Students must have consistent access to resources and information that will support their personal, academic, transfer, and vocational decision-making.⁷ Online resources, tools, and information management systems such as WebAdvisor and NJ Transfer must be expanded, maintained and supported to foster student responsibility and autonomy.

Finally, active and participatory leadership is necessary to guide the Student Development Services Division through this challenging time of transition. Roles and responsibilities must be delineated, functional partnerships must be forged among the various departments in the Division to provide programmatic approaches to students' development, and individuals must be held accountable for measurable outcomes that will determine the continuation of the model as proposed.^{8 9}

Implementation

Central to the success of the new model is the distinction between advising and counseling. As such, matriculated students will be required to seek advising in the first term but will be encouraged to seek

⁴ Palumbo, J. & Kobran, J. (2000). Enrollment management and student affairs memo

⁵ Palumbo, J (2005). Reorganization of student development services memo

⁶ Office of Planning, Assessment and Research, Brookdale Community College

⁷ CAS Standards – Part 7 Facilities, Technology and Equipment

⁸ CAS Standards – Part 3 Leadership

⁹ CAS Standards – Part 13 Assessment and Evaluation

counseling in order to meet developmental needs. Advising and counseling are on the same continuum but distinguished by the level of the need presented by students and by the type of education required by the practitioner. Literature emphasizes “frequent and meaningful” connections with the institution¹⁰; this model encourages frequent and meaningful connections with a variety of members of the college community as opposed to the current model that, largely due to volume, emphasizes quantity of service provision at the expense of quality.

Students’ interaction with the institution begins at the first point of contact, on the College’s webpage, with the Office of Recruitment Services or with those at an information desk. All first points of contact, whether face to face or virtual, should provide students with information regarding what Brookdale has to offer such as the application process including testing and the advising process. Advising should be available on a group and individual basis including Early Bird for the current high school population, group sessions by area of interest or major or by special population (students with disabilities, athletes, honors, etc.), and individual sessions for students who are unable to attend group sessions or who prefer more individualized attention. These sessions would focus on the first semester of courses (including a required first-year experience) but would also encourage an understanding of the degree and the services that Brookdale provides.

In lieu of mandatory counseling, all students will be required to complete a first-year experience that would provide for intervention along a continuum of student development. The first-year experience model recognizes all first time students as potentially at risk as they become acquainted with the culture, policies, and expectations of their new environment. This experience may include traditional classroom seminars, academic seminars with student success information built in, experiential programs, a series of counseling visits or a “passport” program in which students attend a number of distinct but connected programs throughout the first term. Literature on the first-year experience emphasizes the need for connection to the institution and the connection to peers, both of which should be the primary goals of this required experience.¹¹ These needs demand that the institution supply greater support than a single required meeting with a counselor can provide. Rather than expect a counselor to appropriately recognize and resolve all potential challenges, the first-year experience provides for a “village” approach that connects students to counselors, faculty, service professionals and campus resources over the course of the first semester and first year. Counselors, advisors, and other Student Development Services professionals should be involved in the development and delivery of these programs, with advisors focusing on the academic planning while counselors focus on individual and group development. This approach provides for a recommitment to Brookdale’s founding student development principles and enables counselors to maximize their training, education, and expertise instead of focusing on academic requirements. Students who successfully complete the first-year experience program and maintain successful academic progress would be released from mandatory advising and counseling. Those who fail to do so are considered “at-risk” and would be required to see a counselor prior to registering for future semesters.

Because counseling is developmental in nature, the Commission believes that students would most benefit from the skills of counselors once they understand their own needs. As such, counselors will be available to those identified during or after the first semester as at-risk including those on academic or financial aid probation, students with a pattern of withdrawal from courses and those referred by faculty or advisors for assistance due to academic or personal concerns. Those on academic probation or in other high-risk groups would be required to see counselors prior to registration for future semesters. As students often also self-identify as having needs best served by counselors, the college should provide every incoming student with the name of a “counselor of record” to whom they can connect for assistance. Counselors can use this connection to reach out to students regarding their

¹⁰ <http://www.ericdigests.org/1992-4/advising.htm>

¹¹ <http://www.ericdigests.org/2004-1/setting.htm>

services as well as programs available on campus. Faculty will be able to see this counselor listed in WebAdvisor to enable referral when needed both for individual student concerns and for the development of programs specific to the major.

In order to strengthen relationships across campus to improve student development, counseling faculty and academic faculty will work collaboratively to engage students. The counseling faculty should have a liaison to each academic department/division. This liaison would be responsible for communicating changes in academic policy and programs to their colleagues in counseling and advising. This relationship should be reciprocal, with teaching faculty engaging in the overall student development of those in their classrooms.

Assessment

As is true of any new venture, assessment will be key to determining how well this new program is integrated into the college culture. Assessment must include an evaluation of student learning, student satisfaction, staff effectiveness, and the effectiveness of management.

Student learning outcomes must be established and/or updated to reflect both advising and counseling outcomes. These learning outcomes should guide continual review and revision of the model and its procedures. Student satisfaction and graduate surveys form a baseline for assessment. These baseline responses should be reviewed to determine appropriate improvements to be expected at regular increments after the implementation of the revised model.

All personnel including management must be reviewed regularly to provide for continual improvement and professional development. Goals and outcomes must be established both for individual personnel and for each area. Management must be reviewed from a 360 degree perspective not only for day-to-day operations but for leadership of the division.

Next Steps

Commission's Continuing Charge

Despite the extensive work completed to date, there is much left to do in order to implement a new Student Development Model. The student-centered wheel illustrates the collaborative and collegial approach to serving students in their educational and personal endeavors while members of the college community. The Commission must articulate how these connections will occur in a multi-campus/multi-site environment. In addition, the processes and policies of the offices that are in the Enrollment Development and Student Affairs division must be reviewed to ensure that they meet the needs of the changing student population. Doing so will ensure greater access to individualized attention and student service.

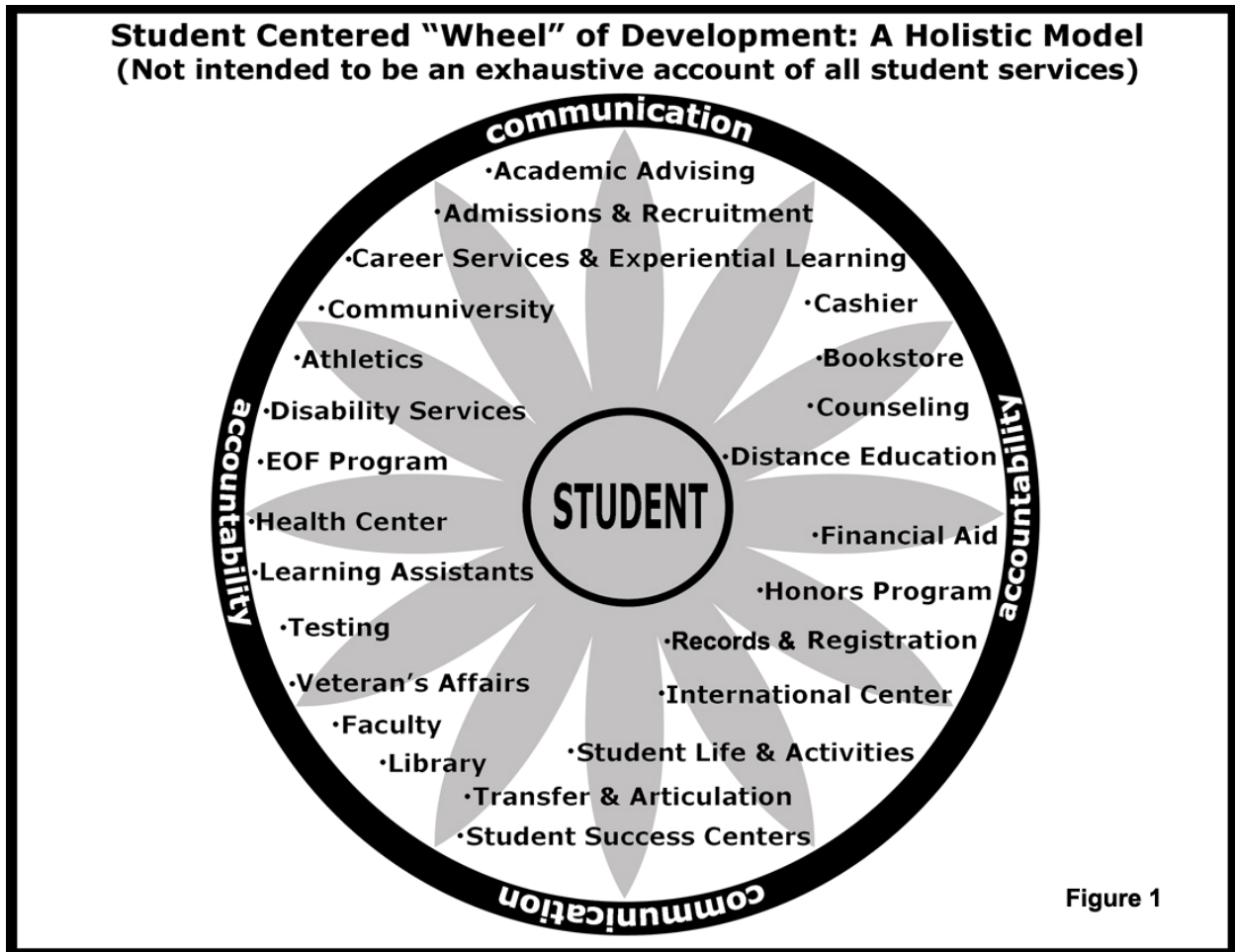
The ability to make the cultural shift that this model requires will also necessitate that those students working within the current model transition to a new approach. The Commission must consider how those students who will not receive the benefits of a full first-year experience as outlined above can continue to be appropriately served without negating the college's ability to move forward with the new model.

Research has commenced regarding the manner in which the college can best utilize technology and the college web site to support its student development efforts. Further investigation into the expansion of current software and/or the use of new technologies must continue so that concrete recommendations can be made and implemented.

Institutional Next Steps

The entire college community must be engaged in a cultural shift that reflects adherence and commitment to the total development of the student both inside and outside of the classroom such that each member of the community recognizes and embraces his or her role in this charge. On a procedural level, protocols developed for meeting student needs including intake, advising, counseling, and crisis intervention will define the differentiated functions of advisors and counselors and demonstrate the integration of the two professional roles. Differences between the new model and the original framework must be clearly communicated to the campus community. Marketing plans, including a roadmap of developmental milestones and related institutional support services, must be developed and targeted to various constituency groups including students, teaching faculty, counseling faculty, staff, and administrators.

The model necessitates a review and revision of the existing organizational structure. This structure must support the new model with a strong emphasis on communication, professional development and accountability.



Counseling and Advising Distinctions

Advisor	Counselor
<p>Advisor will assist students with academic planning as it pertains to:</p> <ul style="list-style-type: none"> – Beginning the process of fostering student responsibility – Clarifying student’s obligation to complete the <i>First-Year Experience</i>. – Referring <i>at risk</i> students to Counselors – College policies – Course or program transferability – Degree requirements – Graduation checks – Placement test interpretation – Schedule planning 	<p>Counselor will address educational, developmental and personal issues as it pertains to:</p> <ul style="list-style-type: none"> – Academic and career development – Advising – Assignment and interpretation of appropriate testing – Career-Connect to Experiential Learning Office and Faculty – Choosing career fields and majors – Collaborate with academic areas – Crisis intervention – Degree audit – Disability Services Connection – Decision making/problem solving – Developmental counseling (Individual or Group) – Development of individual success plans, which address the specific issues inhibiting academic success – Facilitate workshops – First-year experience – Foster student responsibility – HUDV – Learning communities – Life planning – Personal counseling – Resolution of academic anxieties – Problem solving other academic difficulties – Transfer planning

Appendix 3: Guiding Principles

Student Development Model Guiding Principles

- **Assessment**
There will be ongoing assessment of the model.
- **Commitment to the Total Student**
The model will support the intellectual, emotional, physical, social/moral, and vocational development of each student.
- **Communication**
There will be a consistent communication and collaboration throughout the college community to facilitate optimum service to students.
- **Compliance**
The model through its services to students will be consistent with ongoing changes to state and federal regulations.
- **Continuity and Consistency**
Student Development policies, procedures and services will follow established guidelines to ensure continuity and consistency and will be communicated college-wide.
- **Education and Empowering Students to Be Self-Sufficient**
The model will support students in becoming confident, autonomous, responsible members of the College and community.
- **Institutional Commitment**
The model will foster a renewed culture of commitment to student development as an institutional responsibility and fundamental principle.
- **Institutional Capacity**
The model will be governed by and acclimatized to issues imposed by institutional capacity as it pertains to student population, fiscal limitations and allocation of available human resources. It will be reality-based and adapt to a unique and changing demographic population, reflective of the mission.
- **Personalized Service**
The model will offer services for student support that recognize the diversity of the student population while providing equal opportunity for academic and personal growth.

The model will foster a sense of belonging and connectedness among students.
- **Professional Development**
Faculty, staff, and administrators will have access to ongoing professional development and training to ensure quality and consistency in Student Development services.
- **Structure**
The Student Development Model will provide a comprehensive programmatic approach in the delivery and coordination of student services.

Student services will be accessible to all students in a timely and efficient manner.

The structure will facilitate the integration of Student Development services with academic departments.
- **Technology**
State-of-the-art technology will be provided and utilized to support the Student Development Model.

The President’s Commission on the Student Development Model (COSD): Process, Outcomes, Documentation and Recommendations March 2008 – April 2009

*Consensus Issues that COSD addressed	Commission Findings/ Supporting Evidence to Commissions findings	Guiding Principles	Response/Commission Recommendations	Supporting Documentation to COSD responses
<p>#1: “The ‘student development model’ concept must continue to be a cornerstone for the Brookdale Community College educational and institutional philosophy.”</p>	<p>The value of addressing the total student is to be retained.</p> <p>Mission statement</p>	<ul style="list-style-type: none"> • Assessment • Education and Empowering Students to be Self-Sufficient 	<p>Refer to “holistic” as the needs of the whole student, served by the institution through personnel and technology.</p> <p>See the “wheel” diagram that illustrates the holistic approach.</p>	<p>**CAS uses the word “holistic” to describe work done on behalf of the student and to explain how the student’s total needs will be served.</p>
<p>#2: “There needs to be a much more coordinated effort among all elements of **SD to accomplish better comprehensive SD and academic advising.”</p>	<p>Consistent pattern of dissatisfaction reported through student satisfaction inventories, graduate surveys, and student graduate trustee summary statements of anecdotal evidence.</p> <p>Comparable institutions report higher scores from</p>	<ul style="list-style-type: none"> • All 12 Guiding Principles 	<p>Refer to the original diagram of the SDM.</p>	<p>CAS standards require interaction among various SD offices to best serve the student.</p>

	student satisfaction surveys.			
#3: The distinction between academic advising and personal counseling identified in the draft “white paper” is valid and must be addressed...”	Field visits to similar institutions; anecdotal information from campus conversations; the student representative on the COSD; survey of **NACADA members on two-year college listserv	<ul style="list-style-type: none"> • Commitment to the Total Student • Institutional Capacity 	<p>Recognize the differences and connections between advising and counseling.</p> <p>Allow time for counseling needs</p> <p>to become part of the current model that primarily focuses on advising.</p>	<p>Noel-Levitz seminar demonstrated the 5 models of advising.</p> <p>Information from comparable institutions from the original COSD research group.</p> <p>Kuhn article (NACADA Journal) recognizes continuum.</p>
#4: “The traditional student needs guidance in the requirements of academic expectations and degrees...;...many...[prefer] instead to self-advise and seek expedited answers to course selection and enrollment questions....They are also quick to fault inconsistent and ambiguous information obtained from a “counselor” ...”		<ul style="list-style-type: none"> • Communication • Compliance • Continuity and Consistency • Structure • Technology 	<p>Training for all to include common information on practices, procedures, and policies.</p> <p>Technology that supports multiple staff members being able to look up and use information about an individual student.</p>	<p>Student Development committee of Governance from 2005-07 on millennial students.</p>
#5: “The ‘new’ all access approach to SDS with appointments does partially address volume; however the lack of a consistent ‘advisor’ often leads to confusion and inconsistent communication ... compounded by the admitted	<p>XSTR Colleague screen exists but is not used consistently among personnel.</p> <p>XSTR Colleague screen does not function</p>	<ul style="list-style-type: none"> • Continuity & Consistency • Communication • Technology 	<p>Create or adapt a counselor information screen to allow for counseling notes to be easily and accurately shared among Student Development professionals and to assure counselors that information is secure.</p>	<p>**CAS-AAP #7 (Facilities, Technology, & Equipment)</p> <p>Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College, 2004</p> <p>Lincroft, Gardner, & Barefoot,</p>

<p>lack of understanding by some SDS professionals on the nuances of all degree programs, on individual student’s capacities or interests, and the continuously changing transfer requirements.”</p>	<p>well.</p> <p>Student Satisfaction Inventory comments reflect lack of consistency.</p> <p>Most recent **CCSSE findings for BCC show continued decline in satisfaction with counseling.</p>			<p>pp. 333-335.</p> <p>Valencia Community College – Life Map System Anne Arundel Community College</p>
<p>#6: “Technology...tools available are not fully utilized and not accessible in a consistent fashion.”</p>	<p>XSTR Colleague screen exists but is not used consistently among personnel.</p> <p>XSTR Colleague screen does not function well.</p> <p>WebAdvisor is not as fully utilized at Brookdale in comparison to other institutions using the same software.</p> <p>Transfer information is available but is not utilized to the fullest capacity (i.e. Transfer</p>	<ul style="list-style-type: none"> • Continuity & Consistency • Communication • Compliance • Technology 	<p>Fully utilize the capabilities of WebAdvisor as appropriate, including modes not currently owned by Brookdale.</p> <p>Make internal and external Internet information available, easily accessible, regularly updated, and accurate.</p> <p>Create or adapt a counselor information screen to allow for counseling notes to be easily and accurately shared among Student Development professionals, assuring</p>	<p>WebAdvisor is not as fully utilized at Brookdale in comparison to other institutions using the same software</p> <p>Transfer information is available but not utilized to its fullest capacity (ie, NJ Transfer, Communiversity, Transfer Services Web page)</p> <p>**CAS-AAP #7 Facilities, Technology, & Equipment</p> <p>Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College, 2004 Lincroft, Gardner, & Barefoot, pp. 333-335.</p>

	Resources)		counselors that information is secure.	Valencia Community College – Life Map System Anne Arundel C.C.
#7: “Sheer volume has overwhelmed the student advisement system and ‘buried’ the capacity of SDS professionals to address genuine counseling issues. ”	Interviews with Career Services, EOF, Disability Services, other departments, and Faculty who believe that they no longer have a “contact” Data on growth in FTEs vis-à-vis size of counseling staff	<ul style="list-style-type: none"> • Commitment to Total Student • Institutional Commitment • Institutional Capacity 	<p>Split advising and counseling, in a manner to be determined, to allow for counseling to focus on developmental issues and advising to focus on coursework.</p> <p>Proactively shift students to earlier registration by extending registration, student outreach, implementing distance advising or other approaches that will diminish the bottleneck created by volume.</p> <p>Reconnect counselors to academic departments.</p>	<p>Examples of community colleges that make distinctions between advising & counseling:</p> <ul style="list-style-type: none"> -Southwestern Oregon CC - Passaic CC - Kirkwood CC -Maricopa Community College - Monroe Community College <p><u>Connecting Academic and Student Affairs to Enhance Student Learning Outcomes; New Directions for Community Colleges</u>, 2005, Dale & Drake</p>
#8: “Student academic and personal advising take place in numerous venues and among many Student Development groups with little or no coordination of communication. Career advisement and personal counseling have only	Interviews with Career Services, EOF, Disability Services, other departments, and faculty who believe that they no longer have a “contact”	<ul style="list-style-type: none"> • Communication • Continuity & Consistency • Structure 	Implement regular and focused Student Development - wide meetings and interactions (not just counseling) to increase communication among pertinent professionals. Meetings must increase communication both from	**CAS-AAP #5 – Human Resources

<p>coincidental connections...advisement at the HECs is not fully integrated with the total Student Development effort, despite 'Herculean efforts' by all parties to stay connected as 'One Brookdale.' "</p>			<p>top-down and bottom-up perspectives and focus on service delivery. Agenda items should come from those across the organizational chart rather than exclusively through management.</p> <p>Develop communication mechanisms (listserv, newsletter, Web pages) to increase communication.</p> <p>Develop behavioral intervention group (including counselors, faculty, others) to allow for communication about students with potential emotional challenges.</p>	
<p>#9: "Differential assignments for current and new SDS professionals may be a partial answer to volume; however, connectivity among all groups through updated record keeping and access to students' academic and counseling files is the only way a fully-integrated Student Development system can be fulfilled."</p>	<p>Even when being used, XSTR would not solve the problems of volume and of increased need for students. The screen is not appropriate for the needs of counseling (does not provide for easy view access).</p> <p>Increased need for</p>	<ul style="list-style-type: none"> • Communication • Continuity & Consistency • Education & Empowering Student • Structure • Technology 	<p>Improve available technology and use more consistently for communication among all appropriate individuals, including Lincroft and the HECs.</p> <p>Encourage cross-training</p> <p>Identify areas of</p>	<p>**CAS - APP Standards and Guidelines:</p> <p>Part 5. Human Resources</p> <p>Part 7. Facilities, Technology & Equipment</p> <p>Part 9. Equity and Access</p>

	counseling/advising at HECs/BCC		specialization	Part 10. Campus and External Resources
<p>#10: “The new transfer legislation, which will increase the liability of community colleges offering poor academic advisement and counseling, will only exacerbate the current Brookdale issues.”</p>	<p>Lampitt bill; Interview with Ann Tinckner-Jankowski regarding implications</p>	<ul style="list-style-type: none"> • Communication • Compliance • Assessment • Continuity & Consistency • Education & Empowering Student • Institutional Commitment • Structure • Technology 	<p>Encourage and develop dual admissions agreements to ensure that, to the greatest extent possible, coursework taken at Brookdale will be honored by the respective 4 - year institutions. Include counseling faculty in the development of these agreements.</p> <p>Link all transfer information to student WebAdvisor accounts to encourage students to make use of information available.</p> <p>Develop capacity in WebAdvisor to allow students to access course options that apply to transfer to chosen institutions.</p> <p>Provide development for students and Student Development professionals to ensure understanding of Lampitt</p>	<p>“Dual admissions programs: Partnership for success,” By: Lawrence, Francis L., Nespoli, Lawrence A., Community College Week, 10415726, 9/09/96, Vol. 9, Issue 3</p> <p>“Articulation and dual admissions. New Directions for Community Colleges,” K.B.Woodbury,. no. 61 (1988), p. 7-15</p>

			<p>and other legislation that may affect the students' transfer.</p> <p>Develop system of accountability to ensure that both students and Student Development professionals are accountable for implementation of Lampitt and other future legislation.</p>	
<p>#11 "The contemporary student includes many with personal counseling needs way beyond academic advising. These students ...need access to and support from full, professionally-trained SDS. Better personal counseling services are needed with a clearly defined a referral process for all campus personnel."</p>	<p>Research on millenials including governance results from Student Development committee; faculty insight regarding student needs</p>	<ul style="list-style-type: none"> • Communication • Commitment to Total Student • Institutional Commitment • Personalized Service • Professional Development • Structure 	<p>Implement a behavioral intervention group (including counselors, faculty, and others) to allow for communication about students with (potential) emotional challenges.</p> <p>Referral process on campus must integrate faculty with professionals who have the background, skills and experience to address those students with emotional issues. The referral process should include establishment of relationships between</p>	<p>**CAS Standards and Guidelines:</p> <p>5. Human Resources 10. Campus and External Resources 12. Ethics</p> <p>References</p> <p>*Arnett, J.J. (2004*). Emerging adulthood: the winding road from the late teens through the twenties. New York: Oxford University Press.</p> <p>Harper, R. & Peterson, M. (2005). Mental health issues and college students.</p>

			<p>counselors and outside agencies.</p> <p>Increase programs and outreach activities focusing on the changing student population. These should include faculty, administrators and staff as well as student organizations.</p>	<p><i>NACADA Clearinghouse of Academic Advising Resources.</i></p> <p>Kadison, R. & DiGeronimo, T.F. (2004). <i>College of the overwhelmed: The campus mental health crisis and what to do about it.</i> San Fransisco: Jossey-Bass.</p> <p>Kitzrow, M.A. (2003). The mental health needs of today's college students: challenges and recommendations. <i>NASPA Journal</i>, 41 (1).</p>
<p>#12: “The movement away from specialized, assigned Counselors to a more ‘generalist’ responsibility has improved access to more students; but, it has also robbed academic areas of well-versed, connected counselors with knowledge unique to certain fields, particularly career fields.”</p>	<p>Review of current counselors’ credentials; lack of use of these specialized skills.</p>	<ul style="list-style-type: none"> • Assessment • Commitment to Total Student • Institutional Commitment • Institutional Capacity • Professional Development • Structure • Technology 	<p>Identify the background, experience and specializations of Student Development professionals. Communicate these specializations to the campus community and make it available on the college’s Web site.</p>	<p>**CAS Standards and Guidelines</p> <p>4. Organization and Management</p> <p>5. Human Resources 13. Assessment and Evaluation</p> <p>Colleges visited: Anne Arundel Community College, Maryland</p>

				Bucks County Community College, Pennsylvania Metropolitan College, New York
#13: “Whatever modifications need to be made, the ‘Student Development Model’ must begin to encourage more personal responsibility upon the students. ”	<p>Comments on the Student Satisfaction Inventories suggest that students were overly reliant on the advice of counselors rather than on learning information for themselves.</p> <p>Community Needs Assessment of the traditional student suggests that students’ ability to take responsibility for their own work/education is limited to those actions that result in immediate gratification.</p> <p>Student Development Committee research supports that the</p>	<ul style="list-style-type: none"> • Education and Empowering Students to Be Self-Sufficient 	<p>Adjust students’ rights and responsibilities to meet the needs of the model. The college will consider development of an advising syllabus to fully inform students about their role in the advising process.</p> <p>Increase/mandate HUDV course to support development of student responsibility.</p> <p>Increase availability of workshops to increase student development.</p> <p>Integrate understanding of student responsibility across the curriculum.</p>	<p>Many of the colleges that were examined as part of this study separated counseling and advisement and placed more responsibility on the part of students. Also, colleges that have been far more active in the First-Year Experience (FYE) have reported increased retention, higher GPA's, and greater engagement.</p>

	<p>millennial student seeks more direction than prior cohorts.</p> <p>Faculty focus groups suggest that student responsibility is more limited than in prior cohorts.</p>			
<p>#14: “The HUDV course clearly is helping; stronger encouragement to enroll for new students, or mandatory assignment of the course, may make a major difference for traditional students. Recent fall to spring retention increases and follow-up studies of HUDV students suggest a very positive impact.”</p>	<p>Results of prior 2005 HUDV course reviews, including results that this course increased retention, GPA and graduation rates for those who were involved.</p>	<ul style="list-style-type: none"> • Education and Empowering Students to be Self-Sufficient • Structure 	<p>Consider increasing/mandating a revised version of the HUDV course including learning communities and increase first-year experiences outside of the HUDV classroom.</p>	<p>Studies such as the **MDRC research on learning communities at Kingsborough Community College and other colleges have demonstrated the positive impacts of a systematic, clearly articulated, FYE program that includes HUDV- type experiences.</p>
<p>#15: “Today’s Student Development Model may be too narrow in its definition. Academic and career advising are essential; but, so too, are dealing with issues such as time management, stress management, study skills, note-taking, alcohol and drug use, diversity awareness. All of these services are available to students at BCC but they are not connected or networked enough</p>	<p>Student surveys reflect counselors as being akin to advisors in their role.</p>	<ul style="list-style-type: none"> • Commitment to the Total Student • Personalized Service • Structure 	<p>Increase understanding of Student Development across the campus to foster a campus-wide commitment to the holistic development of the student.</p>	<p>Focus groups as part of this examination showed a limited understanding of student development at Brookdale. Many participants advocated a better integration of the various components along with a more effective communication strategy.</p>

for the average student and are not accessible at all locations.”				
#16: “ In the end, we (Brookdale) truly believe in the ‘Student Development Model,’ but, we need to make it work!”		<ul style="list-style-type: none"> Institutional Commitment 		All in agreement

* Consensus issues are taken from Dr. Burnham’s March 4, 2008 memorandum, following the February 2008 White Paper

**** Acronyms and Abbreviations**

**** Community College Survey of Student Engagement (CCSSE)**

**** Council for the Advancement of Standards in Higher Education (CAS)**

**** Council for the Advancement in Standards in Higher Education, Academic Advising Program Standard:**

Part 4: Organization and Management; Part 5: Human Resources; Part 7: Facilities, Technology & Equipment; Part 9: Equity and Access; Part 10: Campus and External Resources; Part 12: Ethics; Part 13: Assessment and Evaluation **(CAS – AAP)**

****MDRC is a nonprofit, nonpartisan education and social policy research organization dedicated to learning what works to improve programs and policies that affect the poor.**

**** National Academic Advising Association (NACADA)**

**** Student Development (SD); Student Development Model (SDM); Student Development Specialists (SDS)**