

***EDD 612 Student Services in Education – 2 Units***  
**Course Syllabus and Outline - Spring 2009**

Class Meeting Days and Times:

Class Meeting One	February 20	5:30-9:00PM
Class Meeting Two	February 21	8:30AM-12:00PM
Class Meeting Three	February 21	1:30-4:30PM
Class Meeting Four	March 6	5:30-9:00PM
Class Meeting Five	March 7	8:30AM-12:00PM
Class Meeting Six	March 7	1:30-4:30PM

**UNIVERSITY COURSE DESCRIPTION**

Provides a comprehensive insight into student services. It addresses both practical and theoretical perspectives intended to build a sense of vision and passion to transform the profession of student affairs and leadership. In particular, examines four distinct arenas: 1) historical and philosophical foundations of student affairs and leadership 2) management and organizational issues, 3) essential skills and professional development in building an equitable organization, and 4) the synthesis of practice and theory.

**Prerequisite:** Admission into the Ed.D. in Educational Leadership Program.

**COURSE OBJECTIVES**

Students will:

1. Develop an understanding of the historical and conceptual events that contributed to the involvement and the current status of the student affairs profession and leadership.
2. Become familiar with publications, professional organizations and career opportunities in the field of student services.
3. Develop an awareness of the leadership environment for student affairs and different organizational structures of student services.
4. Analyze student services organizational and management issues.
5. Develop an awareness of how to transform student services organizations in order to better meet the needs of a diverse student population.
6. Develop strategies to create successful academic and student affairs collaborations to better

service the needs of students.

7. Evaluate legal and ethical considerations and standards related to the practice of student services.
8. Examine equity issues in student services.

### **PEDAGOGY AND COURSE DESIGN**

This course will involve a variety of written and oral assignments, classroom activities including group and individual work, presentations, discussions and lectures, and case study analysis. Web exploration, student presentations and visiting practitioner presentations will also be part of this course. A typical class session will consist of, but is not limited to the following activities: instructor-led discussions on current trends, innovations, reforms, issues, and problems; group discussion of text and scholarly article readings; group activities, including collaborative problem solving, simulations, and role playing; student-led presentations and discussions; presentation and peer critique of applied projects.

This course is divided into six class meetings that will occur over two weekends (Friday night, Saturday morning and Saturday afternoon format).

### **ATTENDANCE AND PARTICIPATION POLICY**

Students should be prepared for and attend all class sessions and required assignments. Everyone in the class benefits from each person's contributions. It is not acceptable to miss class except for the most unavoidable reason. Several readings and learning activities have been selected to help orient students to major social, philosophical and learning theory issues related to student services. Students are expected to read and think about the applications of the material, and complete all assignments on or before their due date. Students are expected to discuss and share insights about the important issues raised by the readings and throughout the learning activities.

### **APPROPRIATE BEHAVIOR AND PROFESSIONALISM IN THE CLASSROOM**

All students attending this course have a right to a classroom environment which permits the highest quality learning experience. Students have a right to disagree and to debate points of view on the subjects and topics covered. However, criticism of others is not acceptable. The assignments students turn in for this course must honestly be their work. Plagiarism is unacceptable and may be dealt with in the appropriate codes of conduct violation. A student committing plagiarism may be subject to disciplinary action which could include failing the assignment, failing the course, being dropped from the course or other action as deemed appropriate by the instructor or the university. Plagiarism is defined as: presenting someone else's work as your own whether it be their ideas, expression of those ideas, or rewriting of your own ideas by someone else.

### **REQUIRED TEXT AND READINGS**

Kuh, G., Douglas, K., Lund, J., Ramin-Gyurnek, J. (1994). *Student learning outside the classroom: transcending artificial boundaries*. ASHE-ERIC Higher Education Report No. 8. Washington D.C.: The George Washington University.

Several articles will be provided by the instructor. See the list at the end of the syllabus for more information.

## **COURSE ASSIGNMENTS AND ACTIVITIES**

The learning activities and assignments are designed to give students flexibility in exploring areas of interest within the scope of the course. Where appropriate, students are encouraged to focus assignments on future career plans and the development of knowledge and skills that will assist in the writing of a dissertation. Students are expected to demonstrate a high level of scholarship in all activities and assignments, in keeping with the norms of doctoral level coursework. To that end, students will connect research, theory, policy, and practice through a series of related assignments related to student services.

The course projects must demonstrate appropriate rigor for a doctoral level course and should reflect extensive library usage, in-depth understanding of relevant literature and best practices. Students will also demonstrate a comprehensive understanding of major issues that surround the diversity of aims and purposes of a wide variety of student services programs and functions within the current educational environment.

There will be weekly reading assignments and in-class and out-of-class learning activities. Reading assignments are to be completed prior to the beginning of class. Out-of-class assignments are to be completed no later than the due date that is listed. All written assignments are to be typed, double-spaced and in hard copy and electronic format using Microsoft Word. When applicable, written assignments should conform to APA writing style.

## **COURSE REQUIREMENTS**

### **Class Attendance and Participation – 15% of final grade**

Students are expected to contribute to class discussions in ways which demonstrate their knowledge and understanding of the material and to encourage other students to engage in thoughtful and reflective dialogue. Students are expected to arrive on time, have read the required readings, and be prepared to fully participate in the intellectual pursuits of the class. Absences and tardiness without prior notification of the instructor are detrimental to class participation, and could impede students from fulfilling required assignments. To prepare for class, readings and other assignments should be completed prior to the beginning of class on the date indicated in the meeting schedule.

### **Applied Fieldwork Project Student Support Services System – 25% of final grade**

Students will develop an annotated flow chart (or table) showing the cycle or sequence of support services that a student must and may use during their progress toward a degree, diploma or graduation. The flow chart should have sufficient enough detail to apply to a wide variety of students that are representative of the student population at the school or college where the fieldwork is conducted.

For example, students conducting their fieldwork at a community college might develop an annotated flow chart (or table) that shows the services, processes, and functions that a transfer oriented student with an identifiable financial need, and who tests below college level English and math will go through upon entering college to complete an associate degree and transfer to a California public university. It is important to note which of the services and processes are mandatory and which ones are optional.

Summary of Plan of Action – 1-2 page paper summarizing how you plan to complete this assignment including which district or school or college you plan to focus your fieldwork on, tentative timelines for all activities, meetings you plan to attend, individuals you plan to interview, and which documents you plan to review. Your plan will most likely undergo some modification as you progress through the project.

DUE: Summary of Plan of Action to the instructor by February 26. Email to the instructor.

Fieldwork Report – The Fieldwork Report will consist of a 3-5 page paper summarizing your findings. A list of meetings, interviews and documents you used to complete your fieldwork project, and a detailed flowchart, table (or by other means), clearly illustrating the cycle or sequence of support services that a student must and may use during their progress toward a degree, diploma or graduation. Be sure to list timelines, important players in the process, resource considerations, communication activities and both informal and formal actions that are taken at each step of the process.

DUE: The written Fieldwork Report is due to the instructor by Monday March 9<sup>th</sup>. Email the report to the instructor.

There will also be a one hour in class discussion on the fieldwork projects in class on March 6<sup>th</sup> or 7<sup>th</sup>. Be prepared to briefly discuss your findings in-class on that date.

Additional Fieldwork Project Guidelines will be distributed by the instructor.

### **Student Services Policy or Program Proposal Position Paper- 60% of final grade**

Each student will select a major issue related to student services and propose a policy and set of procedures to address the issue or a new program that addresses the issue. This will be done in the form of a position paper dealing with a significant challenge being faced by their home institution, or another institution of their choosing. This paper will be grounded in theory and should rely upon the citation of assigned readings and related readings selected by the student to provide support for the suggested course of action. This paper will be about 10-12 pages in length excluding title page, large charts and references. A minimum of 10 citations is acceptable for a paper of this length.

This paper should be written as if the student were advising the chief administrative officer of whatever division, department, or institution who is ultimately responsible for policy or program implementation. In addition, the argument in the paper as well as the oral report must address and anticipate concerns and perspectives of other major stakeholders including board of trustees, senior and middle administration, faculty unions, academic senates, students, the public and others affected by the new policy or program. The paper should include an abstract and adhere

to the American Psychological Association (APA) publication manual, 5th edition or most current edition.

The project topic scope will be developed in consultation with the instructor. The project must demonstrate appropriate rigor for a doctoral level course and should reflect an in-depth understanding of relevant research literature and best practices, a comprehensive understanding of the complexity of the student services being addressed.

The major position paper will include the following sections:

- I. Description of the issue being addressed.
- II. Review of research literature related to the issue.
- III. Exploration of organizational issues including an analysis of the external issues and legal restrictions, and the internal factors including trustees, key administrators, faculty and staff, administrative structures, district policies, procedures and practices, organizational culture and other factors related to the specific issue.
- IV. Thorough analysis of the issues with a focus on policy/program impact, changes in organizational governance and structure, and organizational cultural realities. Fiscal, human and other resource impacts must also be discussed.
- V. Presentation of possible solutions including multiple policy/program alternatives and an evaluation of predicted outcomes of each alternative; as well as the recommended policy/program changes and a compelling rationale for the recommendation.
- VI. Proposed set of evaluation criteria.
- VII. Steps to implementation including institutional participants and their impact on the implementation, and a description of anticipated challenges and how to address the challenges.
- VIII. List of documents, web sites and other information sources that may be helpful on this particular issue.

Each student will give a 15 minute oral presentation on the major position paper.

DUE: Problem Statement – A 1-2 page paper discussing the problem that will be addressed. Due by February 26. Email the problem statement to the instructor.

DUE: Oral Presentation – 15 minute oral presentations will be given during class on March 6 and 7. A 1-2 page summary of the proposed policy or program along with the proposed text of the policy or program information will be handed out to each person in the class. The presentation will consist of a 10 minute presentation followed by a 5 minute discussion. Other students will be assigned various constituent roles during the presentation including trustee member, superintendent/president, chief academic officer, chief business officer, dean/principal and faculty senate president, faculty union representative and parent/student representative.

Constituent roles may vary depending on the specific issue being addressed. Position Paper Oral Report Guidelines will be distributed by the instructor.

DUE: Completed Policy/ Program Proposal Position Paper – The completed paper is due on Thursday, March 12th. Email the paper to the instructor.

#### GRADING POLICY

Letter grades will be issued according to the following grading scale:

A = 93-100    B = 85-92    C = 75-84    D = 65-74    F = <65

<b>Course Requirements</b>	<b>Percent of Grade</b>
Attendance/Participation/Class Activities	15%
Fieldwork Assignment	25%
Policy or Program Proposal Position Paper	60%

#### Contact Information for the Instructor:

Dr. Jim Riggs, Professor of Education

Phone: 209-664-6789

Cell Phone: 209-559-6550

E-mail: [jriggs1@csustan.edu](mailto:jriggs1@csustan.edu)

Contact Address:

CSU Stanislaus, College of Education

Department of Advanced Studies in Education

Doctoral Program in Educational Leadership

DBH 353

One University Way

Turlock, CA 95382

#### Office Hours (Spring Term 2009)

Tuesday 2:30-4:30 [available by phone at 209-664-6789 or at the CSU Stanislaus Campus]

Wednesday 9:30-11:30 [available by phone at 209-664-6789 or at the CSU Stanislaus Campus]

Also By Arrangement

NOTE: The course syllabus and outline may be modified by the instructors if the need arises. Students will be informed in writing of any change.

## **EDD 612 *Student Services in Education* Class Outline**

### **Class Meeting One – February 20, 2009 5:30-9:00PM**

#### Main Topics and Discussion Areas

- A. Course Overview and Introduction
  - 1. Program and Course Goals and Learning Objectives
  - 2. Course Organization
  - 3. Course Assignments
  
- B. Historical, Philosophical and Educational Foundations of Student Services
  
- C. Principles of Good Practice in Student Services/Affairs, An Overview
  
- D. An Introduction to the Organization of Student Services/Affairs Programs and Functions – From the Perspective of the Community College
  - 1. Student Services Division Structure and Variations
  - 2. Student Development Programs
  - 3. Student Life Programs
  - 4. Student Support Services
  - 5. Learning Support Services
  
- E. Examples of Specialized Programs and Support for Targeted Populations
  - 1. Disabled Student Programs and Services
  - 2. EOPS and Other Special Populations Programs
  - 3. Health Services and Mental Health Services
  
- F. Opportunities for Student Learning Outside of the Classroom
  
- G. Short-Term and Strategic Planning in Student Services – Program Development and Policy Considerations
  
- H. Review of the Two Major Course Projects
  - A. Applied Fieldwork Project - Student Support Services System
  - B. Student Services Policy or Program Proposal Position Paper and Presentation

#### Reading Assignments (To Be Read Before Class)

Kuh, G., et al. Student learning outside the classroom, pp. 1-45.

ACPA (1998). Principles of good practice for student affairs.

Dungy, G. (2003). Organization and functions of student affairs.

NASPA & ACPA (2004, January). Learning reconsidered: A Campus-wide focus on the student experience. Pages 23-43 only.

## **Class Meeting Two – February 21, 2009 8:30AM – 12:00PM**

### **Main Topic for Class Meeting Two: Student Services as a Function of Enrollment Management: The Context for and the Core of Student Affairs**

- A. Defining the Context: The state of students in the K-12 pipeline
  - a. Discussion about National and State challenges in K-12
- B. Pipelines to Higher Education: The Role of “Outreach” Programs
  - a. The on-going challenge of preparing underserved populations
- C. The Administrative Environment and Organizational Realities within Student Affairs
  - a. Functional Leadership and Management
  - b. Practices in Planning and Policy Making
  - c. Budgeting and Finance
  - d. Human Resources in Student Affairs
  - e. Information Technology in Student Affairs
- D. Student Affairs: Enrollment Management Services
  - a. Institutes of Education Core Units – The Base of Enrollment Services
    - i. Admissions
    - ii. Registrar
    - iii. Financial Aid

### **Reading Assignments (To Be Read Before Class)**

Moore, C. and Shulock, N. (2006). State of Decline? Gaps in College Access and Achievement Call for Renewed Commitment to Educating Californians. *Institute for Higher Education Leadership and Policy*

Huddleston, T. Jr. (2000). Enrollment Management. *New Directions for Higher Education*, no. 111.

Blimling, G. & Whitt, E. (1999). Principles of good practice in student affairs, pp. 1–20. (handout)

Dungy, G. (YEAR) Organization and functions of student affairs. Journal title

### **Supplemental Reading/Suggested Reading**

Ruppert, S. S. (2003). Closing the College Participation Gap. Education Commission of the States, Center for Community College Policy.

Barratt, W. (nd). Models for Evaluating Student Affairs Web Sites. Retrieved on 2/1/09 from, [http://wbarratt.indstate.edu/documents/models\\_for\\_evaluating\\_student\\_af.htm](http://wbarratt.indstate.edu/documents/models_for_evaluating_student_af.htm).

Coomes, M. D. (2000). The Historical Roots of Enrollment Management. *New Directions for Student Services*, no. 89.

## **Class Meeting Three – February 21, 2009 1:30-4:30PM**

Main Topic for Class Meeting Three: **Student Services as a Function of Enrollment Management: The Importance of the 3 R's in Higher Education – Recruit, Retain, Release**

- A. “R” One - Recruiting the Right Student
  - a. The “Right” student
  - b. The “Right” preparation
  - c. The “Right” services
  - d. The “Right” choice
  
- B. “R” Two – Retaining Students for Success
  - a. Beyond the Core: The evolution of the suite of student services
  - b. Retention and Attrition
  - c. Supporting and Promoting Diversity and an Inclusive Campus Environment
  - d. Adapting Student Services Programs to Changing Student Characteristics and Needs
  
- C. “R” Three – Releasing the Student to the Real World
  - a. Where does college responsibility end?
  - b. What should students have/be ready for when they graduate? What is student services’ role in shaping/defining this?
  - c. Transitional Student Services (Internship, Career Centers, Alumni Relations, etc.)
  
- D. The Future of Student Services

**Reading Assignments (To Be Read Before Class)**

Howard-Hamilton, M. (2000). Programming for multicultural competencies. In Powerful programming for student learning: Approaches that make a difference. *New Directions for Student Services*, no. 90.

Swait, W.S. (2000). Preparing America’s Disadvantaged for College: Programs That Increase College Opportunity. *New Directions for Institutional Research*, no. 107.

Kuh, G. D. and Kinzie, J. (2004). Going Deep: Learning from Campuses That Share Responsibility for Student Success. *About Campus*.

Tinto, V. and Pusser, B. (2006). Moving From Theory to Action: Building a Model of Institutional Action for Student Success. National Postsecondary Education Cooperative.

**Supplemental Information/Supplemental Reading/Suggested Reading**

Lester, J. (2006). Who will we serve in the future? The new student in transition. In Students in transition: Trends and issues. *New Directions for Student Services*, No. 114.

Ortiz, M. (2000). Expressing cultural identity in the learning community: Opportunities and challenges. In Teaching to promote intellectual and personal maturity: Incorporating students’ worldviews and identities into the learning process. *New Directions for Teaching and Learning*.

**Class Meeting Four – March 6, 2009 5:30-9:00PM**

### Main Topics and Discussion Areas

- A. Student Learning Outside the Classroom Revisited.
- B. Fieldwork Discussion (1 hour)
- C. Developmental Advising and Counseling
- D. Student Services Policy and Program Proposal Presentations (1.5 hour)

### Reading Assignments (To Be Read Before Class)

Gardiner, L. (2001). *Redesigning higher education: producing dramatic gains in student learning*. ASHE-ERIC Higher Education Report 23(7), pp. 1-6 & 87-93. (Handout)

Kuh, G., et al, pp. 46-100.

### **Class Meeting Five – March 7, 2009 8:30-12:00**

#### Main Topics, Discussions and Activities for Week Three

- A. Collaborations between Student Services and Academic Services Programs: Providing Leadership to Advance Effective Student Learning and Student Development
  - 1. Process, Structure and Organizational Realities of Collaborations
  - 2. Examples of Best Practices in Collaboration between Student Services and Instruction
    - Case Study: First Year Programs*
    - Case Study: Integrated Learning Assistance Systems*
- B. Student Services Policy and Program Proposal Presentations (1.5 hours)
- C. Dealing with Potentially Challenging Programs - Athletics, Student Newspapers, Student Organizations and Financial Aid

### Reading Assignments (To Be Read Before Class)

Hill, K., Burch-Ragan, K., & Yates, D. (2001). Current and future issues and trends facing student athletes and athletic programs. In Student services for athletes. *New Directions in Student Services*, no. 93.

Smith, K. (2005). From coexistence to collaboration: A call for partnership between academic and student affairs. *Journal of Cognitive Affective Learning*, 2(1), 16-20.

### Supplemental Information

Martin, J. & Samels, J. (2001). Lessons learned: Eight best practices for new partnerships. In Understanding the role of academic and student affairs collaboration in creating a successful learning environment. *New Directions for Higher Education*, No. 116.

### **Class Meeting Six – March 7, 2009 1:30-4:30PM**

#### Main Topics and Discussion Areas

- A. Legal and Ethical Considerations in the Practice of Student Affairs
  - 1. Student Rights and Responsibilities and the Student Judicial System
  - 2. Parents, Plagiarism, Complaints, Due Process and Appeals
- B. Dealing with Crisis on Campus, the Role of Student Services Leaders
- C. Student Services Policy and Program Proposal Presentations (1 hour)
- D. Overview of Research, Evaluation and Assessment in Student Services
  - 1. Student Learning Outcomes in Student Services
  - 2. Student Retention and Persistence Studies
  - 3. Accreditation Standards and Student Services Program Planning and Assessment
  - 4. University Based Student Services Research Centers
  - 5. Student Engagement Research - The Efforts of NSSE and CCSSE
- E. Resources for Student Services Professionals
  - 1. Professional Organizations
  - 2. Student Services Oriented Journals and Other Support Materials
  - 3. Important Web Sites
- F. Career Paths and Preparation for Student Services Professionals
- G. Course Rap-up and Evaluation

#### Reading Assignments (To Be Read Before Class)

Love, P. (nd). Considering a career in student affairs. Retrieved on 2/1/09 from <http://www.myacpa.org/c12/career.htm>.

Luan, J. (2003, March). Pragmatic assessment of student services in community colleges. *Ijournal – Insight into student services*. Retrieved on February 1, 2009 from [http://www.ijournal.us/issue\\_04/ij\\_issue04\\_toc.htm](http://www.ijournal.us/issue_04/ij_issue04_toc.htm)

#### Supplemental Information

Malaney, G. (1999). The structure and function of student affairs research offices. In Student affairs research, evaluation and assessment. *New Directions for Student Services*, no. 85.

McClenney, K. (2007). The community college survey of student engagement. *Community college review*, (35(2)).

Students are encouraged to search for Web sites of the primary professional associations in the field of student affairs: ACA, NASPA, AAHE, and ACPA, and specialty areas in student affairs/counseling or their particular area of interest for example: NCDA, ACCA, NACAD, NSSE and CCSSE.

### **EDD 612 Reading Assignments and Supplemental Information**

## **February 20 & 21**

### **Class One**

Kuh, G., et. al (1994). Student learning outside the classroom: transcending artificial boundaries, pp. 1-45.

ACPA (1998). Principles of good practice for student affairs.

NASPA & ACPA (2004, January). Learning reconsidered: A Campus-wide focus on the student experience. Pages 23-43 only.

### **Class Two**

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Coomes, M. D. (2000). The Historical Roots of Enrollment Management. *New Directions for Student Services*, no. 89.

### **Class Three**

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Swail, W.S. (2000). Preparing America's Disadvantaged for College: Programs That Increase College Opportunity. *New Directions for Institutional Research*, no. 107.

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Ortiz, M. (2000). Expressing cultural identity in the learning community: Opportunities and challenges. In Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process. *New Directions for Teaching and Learning*.

### **March 6 & 7**

#### **Class Four**

Gardiner, L. (2001). *Redesigning higher education: producing dramatic gains in student learning*. ASHE-ERIC Higher Education Report, 23(7), pp. 1-6 & 87-93. (Handout)

Kuh, G., et al., pp. 46-100.

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### **Supplemental Information**

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#### Supplemental Information

Malaney, G. (1999). The structure and function of student affairs research offices. In Student affairs research, evaluation and assessment. *New Directions for Student Services*, no. 85.

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#### **Websites related to Student Affairs, College Counseling, and Higher Education**

ACCA <http://www.collegecounseling.org>

ACPA <http://www.myacpa.org>

ACUHO-I <http://www.acuho.ohio-state.edu/>

ASJA <http://asja.tamu.edu/>

CAS <http://www.cas.edu/index.htm>

AAHE <http://www.aahe.org/>

NASPA <http://www.naspa.org/>

USDOE <http://www.ed.gov/>

ACA <http://www.counseling.org/>

Chronicle of Higher Education <http://chronicle.com>

National Survey of Student Engagement Web Site: <http://nsse.iub.edu/index.cfm>

Community College Survey of Student Engagement Web Site: <http://www.ccsse.org/>