Course Name: Leadership in Student Services  
Course Number: AHE 621  
Term Offered: Spring  
Credits: 3

Instructor name: Bruce Clemetsen, Ph.D  
Instructor email: clemetb@linnbenton.edu  
Instructor phone: 541-917-4807, Fax: 541-917-4838

Co-Instructor name: Jim Eustrom  
Co-Instructor email: jim.eustrom@chemeketa.edu  
Co-Instructor phone: 503-399-6148, Fax: 503-399-8853

Course Description  
Exploration of significant issues in design and delivery of student services in community college and higher education settings. Group discussion, model building, problem posing, issues analysis, and theory applications are employed. Students will reflect on current and future practices in student services, including emerging approaches to leadership.

This course will support you in gaining insight into Student Services in a community college environment. We will approach this learning through three lenses:
- The foundations and issues shaping student services, programs, and environments.
- The student in relation to the environment.
- Our practice as constructed through knowledge of theory, promising practices, people, and assessment.

Course Credits  
This course will be delivered as a hybrid class, integrating online (Canvas) and face-to-face learning. The course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Class Meeting Times: Class will meet on the times and dates listed in the Adult Education Student Handbook and in the Schedule of Classes published each quarter.
April, 8-9, 2016
May, 20-21, 2016
- Fridays, 1:30 pm – 5:30 pm
- Saturdays, 8:00 am – 12:00 pm

Class Meeting Location: Wilsonville – Clackamas Community College Training Center.

Canvas  
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.
Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Course Learning Outcomes
As a result of this course experience, students will be able to:
1. Identify the primary challenges associated with organizing and delivering student services.
2. Design systems for a comprehensive student services program that align with student needs, professional standards, and institutional goals — for example, what are the issues associated with being a student services professional? What are issues associated with the delivery of student services in particular institutional contexts? How does the nature of student typology influence service offerings, delivery, and assessment?
3. Describe the professional culture of the student service profession
4. Define standards of good practice and evaluating professional competency in student services

By the end of the course students will have engaged in activities designed to develop and utilize the following skills:
- Writing
- Oral presentation of observations and perspectives
- Critical thinking
- Complex analysis
- Listening
- Problem definition and problem-solving
- Cross-cultural communication (culture, as broadly defined)

LEARNING RESOURCES

Required Texts
The following research methods texts are required and can be purchased via an online supplier.


Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (http://osubeaverstore.com/Academics or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Supplemental texts and resources are listed or fully available in Canvas.
COURSE ASSIGNMENTS

Discussion Board Participation
Online discussion participation is graded as follows: 3 pts for posting a perspective on the topic plus 2 points for commenting on another student's post for a total of 5 points max per discussion. Of course, the online discussion is only as valuable as the participation of all and the value of the comments. There are 6 grades discussions in the course.

Assignment #1: Introduction to Student Services

Guiding Principles and Organization: Bring the materials from each part with you, along with notes from the interview to the first class session. For each part prepare enough material and context so that you could provide a new president with a solid overview of these areas. Deliverables for instructors are noted for each part.

Part I: Student services has role in institutional planning and performance. Write a one-page review of an institutional planning report that incorporates student services. Note the expectations of student services and the relationship to the other elements of the plan. Examples of plans you may find on campus for this assignment include: Accreditation reports that reflect commendations and recommendations for student support services; strategic plans; or enrollment management plans. Deliverables for instructors: describe the report and the elements of the plan that are relevant to guiding student services efforts (not more than one page).

Part II: Choose the scenario that fits your current situation:

If NOT familiar with student services - Learn about the nature of the work in student services from the institutional leader for student services. Interview the current chief student services officer responsible for student services on your campus. Focus on learning the guiding principles of the work, the vision, the theoretical foundations for designing services, the desired outcomes of the program, and the nature of data used in planning and assessment of services. Be prepared to share this information with the class.

If VERY familiar with student services – Learn about the perspective of those not in student services. Interview the chief academic officer or a faculty member in a campus leadership role. Learn about they see student services support students learning. What do they believe the be the role of student services. What do they perceive as the challenges to student success and the role they believe student services plays in improving student completion? What are their expectations of student services? What do they value most and least about the work of student services?

The goal of this assignment is to develop a more comprehensive perspective about student services on your campus. You may also choose to visit another campus. Knowing the composition of the cohort, you may not interview a classmate.

Deliverables for instructors: submit your insights, not a summary of your conversation, about student services gained from this interview (no more than a page).

Part III: Develop a catalog of assessments used on your campus to guide student service practice and planning. Include any learning or performance outcomes for student services and the data used at your institution. Collect institutional data about the nature of students at your institution and develop a profile of your students. (Not intended to be exhaustive - what are the critical aspects about students that inform, or you wish informed, decisions about serving students.) Deliverables for instructors: develop and submit a description of your student body and related measures of student service effectiveness (no more than a page).

Part IV: Review your institutional and student services organization charts and bring to class. Be sure there is a clear display of the alignment of student service departments. Deliverables for instructors: submit org chart of student services.
Part V: Technology impacts the relationship and development of students. Identify the technology used in student services and its purpose in serving students. This might be a meeting with IT, Enrollment Services, directors of various student services departments, or the chief student services officer.

Deliverables for instructors: submit a list of technologies used by student services.

Part VI: Prepare a 5-minute presentation for the class about a student success/completion initiative involving student services at your institution. What data identified the need for the initiative? Why was the initiative implemented? What are the initiative goals? What is the implementation plan? What is the assessment plan and any results? What results are necessary to continue the initiative? What resources were committed – human & fiscal; existing or new? Who is responsible for the initiative and who is involved? What departments are involved? How scalable is the initiative? Deliverables for instructors: submit an outline of the initiative presentation.

Part VII: From your experience in higher education and current comprehension of student services, develop a list of what you believe to be the five most critical questions facing student services at your campus. Deliverables for instructors: submit a list of critical questions and paragraph explaining why the question is important.

Assignment #2: Environmental Audit Presentation

Design of Student Services: Campus ecology is defined as interaction between the college student and the campus environment (Banning, 1978). According to Banning, a primary concern of student services professionals should be the total ecology of the campus, which includes the student, the campus and, most importantly, the transactional relationship between the two. Our ability to promote the value of student services programs and of individual students is significantly influenced by the environment and culture in which we do our work. Campus environments are comprised of such variables as policies, procedures, symbols, images, architecture, activities, programs, values, beliefs, social climate, behaviors and group norms, and the characteristics of individuals (including demographics). Simply stated, student behavior is influenced by their interaction with the institution’s physical spaces, policies and people. The goal of student services professionals and other college officials is to design campus environments that fit the needs and attributes of students and also influence behaviors, growth and development in the desired direction. In this sense, we strive for congruence – the behaviors shown by students are consistent with those we hope to achieve.

In order to know the direction in which we need to influence institutional growth, change, or environmental redesign we must first assess the current student-environment interaction. This process is referred to as conducting an “environmental audit” or “campus audit”. The goal of the audit is to identify aspects of the institutions functioning that can influence students’ perceptions, beliefs, attitudes and behaviors. Your assignment is to complete such an activity.

Part I: Conduct an audit of the building in which student services programs are located at your institution. Provide instructors with a written report describing your observations of the three elements listed below (no more than 4 pages). Support your findings with references to principles from the textbook for this assignment. Be sure to give some relevant information about the campus location and student body as they relate to the space you choose to audit. In your audit you should address the following:

1. Physical Space: Describe and interpret the physical design/environment.
   - What messages does it communicate?
   - How might the design influence behavior?
   - What beliefs about (attitudes towards) students does design of the space communicate?
   - Where is there evidence that students have attempted to “redesign” the environment to meet their needs?
   - What messages of encouragement and/or discouragement are observable?
2. **Psychological Properties**: What thoughts, beliefs and feelings does the space inspire?
   - What is the “feel” of the space?
   - What aspects are encouraging?
   - What aspects are discouraging?
   - What communicates to students that they matter?
   - What are the prominent policies and procedures?

3. **Organizational Properties**: How clear or confusing does the space feel/look?
   - How are services organized?
   - What organizational or service philosophy is suggested by the design?
   - Who holds authority?
   - How do things get done?
   - How does the space facilitate student movement/process flow?

Part II. Each cohort member will prepare and present a 15-minute presentation of the audit results for the class, followed by 5 minutes Q&A. For your presentation, use photographs, video, drawings to demonstrate your observations and connect environments with concepts from Strange & Banning.

**Assignment #3: Student Development Theory Presentation**
Student services educational impact is grounded by a variety of human development theories. Application of these theories in working with students and support systems is a persistent challenge to the student services professional. Many of the student development theories were developed during the expansion of higher education in the late sixties. Newer theories have emerged in the last couple of decades that expand an understanding of the more diverse student body.

You are to develop a 20-minute presentation focused on a student development theory. You will be randomly assigned a theory for this assignment. The presentation should comprise of the following elements: A) overview of the student development theory; B) design a case study and facilitate the discussion during your presentation. You will need to give enough information about the theory to ensure that your cohort is able to effectively engage with you case study.

Student Development Theorists: Kohlberg/Gilligan; Chickering & Reisser; Schlossberg/Satir; Strauss and Howe; Cass/D’Augilli; Perry/Belenkey, et al.; Baxter-Magolda; Jung/Heath; Loevinger; Helms; Atkins, Morten & Sue; Kolb/Holland/Lewin typologies; Astin; Fowler

**Assignment #4: Digest – Diversity Planning**
Find an institutional diversity plan from a community college other than your own. Evaluate the plan in the context of the MCOD model proposed by Jackson and Holvino (5 pages max; double spaced) (MCOD model handout will be provided). Develop a one-page digest of: strengths, weaknesses, target elements of diversity, and degree of impact on institutional culture. Be prepared to share the digest with the class in a 5-minute presentation (no PowerPoint).

This paper should inform the reader:
- What stage is the institution at?
- Substantiate this thesis with examples that relate to the stage of the model.
- What two actions would you recommend the institution use to move forward based on the model?
- This paper is not to be a description of the model, but an application in using it to evaluate an organization and recommend actions.
- 5 pages max, double spaced & one-page single-spaced digest
Assignment #5: Paper – Leadership in Student Services
This final assignment is to be a capstone. Answer the following questions from the perspective of being a president, provost, or vice president. Some of these questions are actual interview questions we have been asked to respond to in writing.

Write one-page answers to each question. (single spaced for this assignment). We are looking for integration of material from the course and not merely your opinion.

1. Provide your philosophy of student services at a community college.
2. What do you believe to be the desired qualities of a senior level student services professional?
3. How do you believe student services should be assessed for effectiveness?
4. How do you believe student services contribute to a culture of learning at a community college?
5. Describe two (2) experiences that reflect your cultural competency and strategy in your day-to-day professional work?
6. What five questions would you ask a candidate applying for a senior level management position in student services? Why have you selected these five questions?

EVALUATION OF STUDENT PERFORMANCE

Expectations, Grading, and Assignments
Because we are a community of learners, the learning process is directly linked to attendance, course readings, and active participation in seminar-based discussions. Students are expected to participate in all course activities, attend all class sessions, and remain for the entire time. Active participation in our course means:

- completing required readings and related assignments
- applying materials from other coursework (e.g. living systems theory)
- preparing questions for our learning community to consider; contributing to class discussions using the readings to support your comments and conclusions
- considering the application of the readings to your professional practice
- submitting assignments by the posted deadline via e-mail to both instructors
- coming to class fully prepared to engage in an active, vital discussion about the readings
- supporting members of the learning community by engaging in meaningful conversation, supporting intellectual discovery, and participating in the journey of shared learning
- adhering to OSU policies governing academic honesty
- respecting the dignity of individuals, while challenging differing opinions
- participating in groups with whomever one is assigned

Note: All papers are to be in APA format unless otherwise indicated. All written materials for this assignment are to be single spaced, 12 pt. font. Any alternate formats should be discussed with the instructors in advance.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Participation (5 pts X 6)</td>
<td>30</td>
</tr>
<tr>
<td>Assignment #1: Introduction to Student Services</td>
<td>20</td>
</tr>
<tr>
<td>Assignment #2: Environmental Audit Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Assignment #3: – Student Development Theory Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Assignment #4: Digest – Diversity Planning</td>
<td>15</td>
</tr>
<tr>
<td>Assignment #5: Paper – Leadership in Student Services</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>125</strong></td>
</tr>
</tbody>
</table>

In accordance with University policy, you will be graded on a standard A-F system based on the successful completion of the above requirements.

Grading Scale: A = 100-94, A- = 93-91, B+ = 90-88, B = 87-84, B- 83-81; C = 80-73, C- = 70-72%.
COURSE SCHEDULE AND TOPICS

The following schedule is proposed. It may be altered based on student needs or faculty expectations as the course progresses.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Assigned Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>OVERVIEW OF STUDENT SERVICES</td>
<td>Parts I &amp; II, Love &amp; Estanek, Student Learning Imperative, Principles of Good Practice for Student Affairs</td>
<td>Assignment #1: Introduction to Student Services</td>
</tr>
<tr>
<td></td>
<td>What is Student Services?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How is Student Services integrated and valued within your organization?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How does one effectively lead Student Services within the context of the broader institutional culture?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Completion Agenda: How do we know student services matters?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>DESIGN OF STUDENT SERVICES</td>
<td>Strange &amp; Banning, pp. 1-179</td>
<td>Assignment #2: Environmental Audit Presentation</td>
</tr>
<tr>
<td></td>
<td>Environments and Student Learning and Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Presentations of Campus Environments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Design/Implications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>UNDERSTANDING STUDENTS</td>
<td>Multicultural Organizational Development (MCOD): Exploring Best Practices to Create Socially Just, Inclusive Campus Communities, Vernon Wall &amp; Kathy Obear</td>
<td>Assignment #3: Student Development Theory Presentation</td>
</tr>
<tr>
<td></td>
<td>Theory-to-practice challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is the role of student development theory in designing student services/student service programs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do we manipulate environments in ways that will increase the quality of our services and the student experience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are theories inclusive of the lives and identity of all college students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are institutions doing to support the diversity of students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design for leadership of student services and model for good practice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE POLICIES

Course Attendance Policy

The AHE Department’s expectation is that graduate students will attend and participate in every face-to-face class meeting. Given the cohort and interactive nature of these classes, any absence is disruptive and will affect the student’s course grade. At the instructor’s discretion, a student who misses a portion of any face-to-face class may not be eligible for a grade of A. A student who misses nine (9) or more hours of face-to-face instruction will not be eligible for a grade higher than B+. It should be noted, however, that these grade reductions will not be in effect for students with contagious illnesses. In any case and at the instructor’s discretion, the student may need to undertake additional work to make up for the absence.
Incomplete Grade Policy
When a requirement of a course has not been completed for reasons acceptable to the instructor and the rest of the academic work is passing, a report of I (Incomplete) may be made and additional time granted. An Incomplete is only granted at the discretion of the instructor. For more information, see Adult Education Student Handbook.

Statement Regarding Students with Disabilities
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Accessibility of Course Materials
All materials used in this course are accessible [with the exception of two videos]. If you require accommodations please contact Disability Access Services (DAS).

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:
   (i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   
   (ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

   (iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

   (iv) TAMPERING - altering or interfering with evaluation instruments or documents.

   (v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University’s Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

**OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.