Key Issues in Student Affairs
Organization and Operations

This report discusses important issues facing student affairs divisions at higher education institutions, including organizational models, staffing, employment standards, and professional development. We further provide profiles of the organizational models of student affairs divisions at five nationally recognized community colleges.
Introduction

In the following report, the Hanover Research Council provides an overview of key issues regarding the organization and operation of student affairs divisions. In particular, we explore organizational models, optimal staffing levels, employment standards, and professional development activities. We draw this information from a review of the literature surrounding student affairs, as well as from examples of student affairs divisions at four-year and two-year institutions. In the final section, we supplement this discussion with a series of profiles of student affairs divisions at five nationally recognized community colleges. The profiles include a discussion of the structure of each division, lines of reporting, titles of key employees, and student-to-staff ratios of specific positions.

The bulleted list below provides a summary of key findings from our study.

Key Findings

- According to recent research, the primary organizational model employed by community colleges and other institutions of higher education is the functional/hierarchical model, where distinct functional units report through various hierarchies to the president or provost of the institution.
- Among the community colleges profiled in our report, the majority predominantly utilize the functional/hierarchical model. However, we still found elements of a second model – the geographical/functional model – where reporting lines are based on campus divisions.
- The student affairs divisions at two of the institutions we profiled provide clear examples of elaborations on the hierarchical/functional model: the functional cluster. These divisions group together units that provide similar programs and services. Each cluster reports to an assistant/associate vice president or an executive director.
- At all five of the sample institutions profiled below, student affairs divisions are led by a vice president who reports directly to the president of the college.
- Only one of the profiled institutions combines student affairs and academic affairs under the same reporting structure.
- The core functional units encompassed by all of the student affairs divisions profiled in the report include admissions, records, financial aid, advising/counseling, and student life/development. These institutions also place academic support programs for at-risk students, such as the Department of Education TRIO programs, under the umbrella of student affairs.
Organization, Staffing, Employment Standards, and Professional Development Issues in Student Affairs

In this section we provide a broad overview of key issues regarding the structure and operations of student affairs divisions. As requested, we address topics including organizational models, staffing levels, employment standards, and professional development practices. In the following section, this discussion is supplemented by a series of profiles of student affairs divisions at five nationally recognized community colleges.

Organizational Models

In their recent work on the structure of student affairs divisions, Kuk and Banning (2009) identify three basic organizational models. These include the hierarchical/functional, geographical/functional, and hybrid matrix or lateral models. Under the first model, we have a picture of the typical pyramid-shaped organizational chart in which distinct functional units report through a number of hierarchical levels, ultimately reaching the president or provost of the institution.

As for the second model – geographical/functional – multiple structures operate separately based on geography. Under this model, for example, a multi-campus institution would have separate student affairs organizations operating independently at each campus. While the structures would coordinate with each other in terms of policies and activities, each one would be headed by a local administrator.

In the third model, the hybrid matrix or lateral model, a “coordinating overlay” is placed on top of the typical functional unit structure that would organize shared programs and services. For example, as the authors explain, the structure could include “central research, human relations, or marketing units that serve all of the other functional units within the student affairs organization.”

Based on their recent survey of senior student affairs officers (SSAOs) at research universities, four-year colleges, liberal arts colleges, and community colleges across the United States, Kuk and Banning report that student affairs divisions are typically organized according to the hierarchical/functional model, regardless of institutional type. Among the ninety institutions participating in their survey, Kuk and Banning found no evidence that student affairs divisions “predominantly” follow any other structural model. Despite this finding, as we will see later in the report, our profiles

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http://publications.naspa.org/cgi/viewcontent.cgi?article=5007&context=naspajournal

2 From a list of 240 institutions, 60 from each educational category were contacted. Ninety institutions responded, including 12 public two-year institutions.

3 Ibid.
of five community colleges provide some evidence of the geographical/functional model in practice.

Kuk and Banning did find some variations within the basic hierarchical/functional model. For example, some of the larger institutions organized their units into functional clusters, aligning units that provided similar programs and services. Each cluster would report to an assistant/associate vice president or an executive director. For example, an associate vice president of enrollment services might lead the directors of admissions, financial aid, international student services, and the registrar. The authors explain that this has likely occurred due to the fact that as the complexity of student affairs divisions increases, institutions have sought to bolster the levels of communication and cooperation among distinct functional units.⁴ As we describe further below, our profiles provide examples of this variation on the hierarchical/functional model.

Rather than the basic organizational model, what significantly distinguished student affairs divisions were the number and types of functional units that comprised them. According to the study authors, the number of functional units included in these divisions ranged from 8 to 20.⁵ There were not, however, any clear trends regarding which units were included when examining the divisions by institutional type. The authors conclude that “while there are some student services and programs that are more likely to be found within student affairs, there is no unit-driven definition or model of what constitutes student affairs.”⁶ In order to give a general idea of the composition of many student affairs divisions, the following table provides a list of the most commonly reported functional units.

<table>
<thead>
<tr>
<th>Units Comprising Student Affairs Divisions</th>
<th>Respondents⁷</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Counseling Centers</td>
<td>75</td>
</tr>
<tr>
<td>Residence Life</td>
<td>63</td>
</tr>
<tr>
<td>Career Services</td>
<td>60</td>
</tr>
<tr>
<td>Health Centers</td>
<td>54</td>
</tr>
<tr>
<td>Student Activities</td>
<td>54</td>
</tr>
<tr>
<td>Student Centers</td>
<td>54</td>
</tr>
<tr>
<td>Campus Recreation</td>
<td>50</td>
</tr>
<tr>
<td>Judicial Affairs</td>
<td>48</td>
</tr>
<tr>
<td>Academic Advising and Support</td>
<td>45</td>
</tr>
<tr>
<td>Disability Services</td>
<td>45</td>
</tr>
<tr>
<td>Multicultural Student Services</td>
<td>45</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>45</td>
</tr>
<tr>
<td>Enrollment Management Total</td>
<td>39</td>
</tr>
</tbody>
</table>

⁴ Ibid. p. 100-101.
⁵ Ibid. p. 101.
⁶ Ibid. p. 103.
⁷ Ibid. p. 102. Note that 77 institutions responded to this question.
Another point raised in the study regarded the levels of hierarchy within the model. All student affairs divisions had at least three levels of hierarchy, though many had four or five levels. The authors again concluded that the number of levels did not correspond to institutional type or size, though research universities tended to exhibit a higher degree of complexity than other institutions.

The study did reveal some trends regarding reporting structures. Of all responding SSAOs, 65.5 percent noted that they report directly to the president or chancellor of their institution. With regard to community colleges in particular, however, 58 percent indicated that they report to a senior vice president or other vice president/dean at their institution. Nevertheless, the majority of SSAOs indicated that even if they formally report to the president through another senior administrator, they still have regular direct contact with the president.

Elsewhere, Kuk notes that even though student affairs divisions have evolved to address the changing needs of students and institutions, they have typically created new units and added these to “existing organizational structures,” rather than undertaking structural change. Likewise, through their survey, Kuk and Banning found little evidence that divisions were being organized in order to address challenges presented by their external environment or strategic goals of their institution. With these points in mind, the authors conclude with the following observation/recommendation:

Current student affairs organizations continue to operate essentially within older organization paradigms and functional, hierarchical structures that may not be sufficient to face new challenges. If these organizations are going to be adequately able to address the future, they most likely will need to reassess and redesign their structures and operating processes to more directly reflect their mission, purpose, and goals. In the future, effective student affairs organizational structures will need to model new approaches to organizational design and adaptability, and not rest on the traditions and success of the past.

8 Note that some institutions indicated that they had enrollment services, while others stated that they had admissions, financial aid, and the registrar within their student affairs division.
9 Ibid. p. 105.
Based on the above analysis, we believe that while it is helpful to examine the current organizational models followed by other community colleges (as illustrated later in this report), it is important that the institution keeps a close eye on its own unique situation. In other words, the institution must remain cognizant of both its external environment and the needs of its stakeholders when considering any redesign or restructuring of its student affairs division.

**Optimal Staffing Levels**

We next turn to the issue of staffing levels for student affairs divisions. Given that these divisions cover a wide variety of services, the bulk of available data on staffing and operations within the field comes from individual professional organizations. Both the National Association of Student Financial Aid Administrators (NASFAA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) have conducted relatively recent surveys of their memberships regarding staffing size. Additionally, a survey of college counselors, sponsored by the American College Counseling Association (ACCA), was conducted in 2008. The survey briefly touched on the issue of staffing. The results of these surveys provide a general idea of the appropriate levels of staffing for these three functional units. Note that we return to this issue in our community college profiles in the next section.

In 2007, the AACRAO conducted a survey of its member institutions about the staffing and operations of their registrars’ offices.\(^\text{12}\) There were 521 responses, of which 253 were from private, four-year institutions, and 109 from public, four-year institutions. The remaining responses were from public and private two-year institutions and for-profit two- and four-year institutions.

The following table presents data from the 2007 AACRAO survey on the average size of the registrar office’s staff at responding institutions, based on their total enrollment (by headcount, not FTE).

<table>
<thead>
<tr>
<th>Institution Size</th>
<th>Professional Staff</th>
<th>Other</th>
<th>Total Full-time</th>
<th>Total Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4,999</td>
<td>2.1</td>
<td>2.6</td>
<td>4.2</td>
<td>2.5</td>
</tr>
<tr>
<td>5,000-9,999</td>
<td>2.6</td>
<td>6.9</td>
<td>9.4</td>
<td>4.8</td>
</tr>
<tr>
<td>10,000-14,999</td>
<td>3.4</td>
<td>10.9</td>
<td>11.9</td>
<td>5.5</td>
</tr>
<tr>
<td>15,000-19,999</td>
<td>4.5</td>
<td>12.9</td>
<td>14.2</td>
<td>13.2</td>
</tr>
<tr>
<td>20,000-24,999</td>
<td>4.0</td>
<td>19.2</td>
<td>23.2</td>
<td>10.0</td>
</tr>
<tr>
<td>25,000-29,999</td>
<td>7.3</td>
<td>26.5</td>
<td>30.9</td>
<td>9.4</td>
</tr>
<tr>
<td>30,000-34,999</td>
<td>3.6</td>
<td>41.2</td>
<td>44.8</td>
<td>18.7</td>
</tr>
<tr>
<td>40,000+</td>
<td>13.3</td>
<td>62.8</td>
<td>72.0</td>
<td>15.5</td>
</tr>
</tbody>
</table>


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In 2006, NASFAA conducted a similar survey of its member institutions, receiving 647 responses. The responses were divided almost evenly between public (315) and private (302) institutions, with a small number of for-profit institutions (21) as well. Data from the NASFAA survey is shown in the tables below. The first table displays the average size of the staff in responding financial aid offices, by position title and by total staff size.

<table>
<thead>
<tr>
<th>Position</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Vice President</td>
<td>0.11</td>
<td>0.02</td>
</tr>
<tr>
<td>Associate/Asst. Dean/VP</td>
<td>0.09</td>
<td>0.02</td>
</tr>
<tr>
<td>Executive Director</td>
<td>0.03</td>
<td>0.01</td>
</tr>
<tr>
<td>Director</td>
<td>1.01</td>
<td>0.12</td>
</tr>
<tr>
<td>Senior Associate Director</td>
<td>0.07</td>
<td>0.01</td>
</tr>
<tr>
<td>Associate Director</td>
<td>0.57</td>
<td>0.05</td>
</tr>
<tr>
<td>Senior Assistant Director</td>
<td>0.08</td>
<td>0.01</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>1.01</td>
<td>0.09</td>
</tr>
<tr>
<td>Advisor/Counselor/Officer</td>
<td>2.53</td>
<td>0.34</td>
</tr>
<tr>
<td>Systems/Program Analyst</td>
<td>0.34</td>
<td>0.06</td>
</tr>
<tr>
<td>Web Designer</td>
<td>0.04</td>
<td>0.01</td>
</tr>
<tr>
<td>Coordinator</td>
<td>0.76</td>
<td>0.08</td>
</tr>
<tr>
<td>Manager/Supervisor</td>
<td>0.33</td>
<td>0.03</td>
</tr>
<tr>
<td>Clerical/Clerk</td>
<td>1.30</td>
<td>0.36</td>
</tr>
<tr>
<td>Secretary</td>
<td>0.34</td>
<td>0.04</td>
</tr>
<tr>
<td>Receptionist</td>
<td>0.23</td>
<td>0.07</td>
</tr>
<tr>
<td>Other Professional/Unclassified</td>
<td>0.48</td>
<td>0.11</td>
</tr>
<tr>
<td>Other Support/Classified</td>
<td>0.94</td>
<td>0.33</td>
</tr>
<tr>
<td><strong>Overall Total Staff (FTE)</strong></td>
<td><strong>8.77</strong></td>
<td><strong>1.63</strong></td>
</tr>
</tbody>
</table>

Source: 2006 NASFAA Staffing Survey.

As part of the NASFAA survey, institutions were also prompted to report the number of FTE employees who work in “student service related offices.” Further, of this number, institutions were next asked to report the number of FTE employees who are involved “in some aspect of financial aid administration (e.g., Admissions Counselors who assist with financial aid applications).” This information is displayed in the next table.

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14 The survey report did not indicate the distribution of institutions by level (four-year/two-year).
15 Ibid. p. 17.
# Average Staff (FTE) in Other Student Services Areas

<table>
<thead>
<tr>
<th>Function</th>
<th>Average FTE</th>
<th>FTE Involved in Financial Aid Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Accounts/Cashier/Bursar</td>
<td>5.30</td>
<td>1.05</td>
</tr>
<tr>
<td>Admissions</td>
<td>11.30</td>
<td>1.43</td>
</tr>
<tr>
<td>Registrar</td>
<td>6.52</td>
<td>0.42</td>
</tr>
<tr>
<td>Career Services/Student Employment Office</td>
<td>3.41</td>
<td>0.31</td>
</tr>
<tr>
<td>Scholarship Office (if separate from Financial Aid)</td>
<td>0.28</td>
<td>0.10</td>
</tr>
<tr>
<td>Loan Collection</td>
<td>0.61</td>
<td>0.20</td>
</tr>
<tr>
<td>Veterans Services Office</td>
<td>0.43</td>
<td>0.13</td>
</tr>
<tr>
<td>Institutional Advancement/Fund Raising Office</td>
<td>8.64</td>
<td>0.40</td>
</tr>
<tr>
<td>Information Technology/Computer Support</td>
<td>16.79</td>
<td>0.70</td>
</tr>
<tr>
<td>Accounting/Comptroller</td>
<td>6.52</td>
<td>0.52</td>
</tr>
<tr>
<td>Gear Up</td>
<td>0.41</td>
<td>0.12</td>
</tr>
<tr>
<td>TRIO</td>
<td>1.74</td>
<td>0.40</td>
</tr>
<tr>
<td><strong>Total Average Staff</strong></td>
<td><strong>59.95</strong></td>
<td><strong>5.57</strong></td>
</tr>
</tbody>
</table>

Source: 2006 NASFAA Staffing Survey.

In the area of counseling, the National Survey of Counseling Center Directors surveyed staffing levels in 2008 at 284 college counseling centers, and found that the average ratio of students to counselors is 1,906:1 (this is often lower at smaller schools).\(^{16}\) The survey also found that in response to changing student needs, 68% of counseling centers increased the amount of time training faculty and others, 58% increased training for staff working on difficult student cases, 42% increased counseling center staff, 32% increased psychiatric consulting hours, and 26% increased the number of part-time counselors during the busiest times of year.\(^{17}\)

## Employment Standards

Similar to the issue noted above with regard to staffing levels, it is difficult to provide a comprehensive overview of student affairs employment standards, due to the extremely wide variety of services and functions included in these divisions. Nevertheless, researchers and professional associations have sought to identify the key competencies necessary to be an effective student affairs professional.

Opening the discussion, Lovell and Kosten (2000) conducted a meta-analysis of qualitative and quantitative, empirically-based literature on “what it takes to be


\(^{17}\) Ibid.
successful as a student affairs administrator” published since 1970. The study revealed the importance of skills such as administration and management; human facilitation; research, evaluation, and assessment; communication; and leadership. As for key knowledge bases, the study highlighted student development theory, functional unit responsibilities, academic background, organizational development/behavior, and federal policies/regulations as necessary for student affairs jobs. Finally, with regard to personal traits, the study indicated that integrity and cooperation were particularly important. Pointing to the limitations of the study, however, Lovell and Kosten noted that as campus environments change, different skills, knowledge, and personal traits will be needed in the area of student affairs. The authors highlighted technology, political skills, and public policy as potentially among the most relevant issues in the future.

Providing another look at key competencies for student affairs professionals, Komives and Carpenter (2009) summarized three more recent projects aimed at identifying “necessary competencies, areas of emphasis or study that define professional practice.” Note that the points displayed in the table below share many similarities with Lovell and Kosten’s earlier findings.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and management</td>
<td>Administration, management, technology, and organization development</td>
<td>Leadership and administration/management</td>
</tr>
<tr>
<td>Multicultural awareness, knowledge, and skills</td>
<td>Culture, diversity and multiculturalism</td>
<td>Pluralism and inclusion</td>
</tr>
<tr>
<td>Assessment and research</td>
<td>Assessment and research practices</td>
<td>Assessment, evaluation, and research</td>
</tr>
<tr>
<td>Translation and use of theory to guide practice</td>
<td>Student development, characteristics, environment, and learning</td>
<td>Student learning and development</td>
</tr>
<tr>
<td>Ethics and professional standards</td>
<td>History, values, and philosophy of the profession</td>
<td>Ethics</td>
</tr>
<tr>
<td>Helping and advising</td>
<td>---</td>
<td>Advising and helping</td>
</tr>
<tr>
<td>Teaching and Training</td>
<td>---</td>
<td>Teaching</td>
</tr>
<tr>
<td>---</td>
<td>Law, legislation, and policy</td>
<td>Legal foundations</td>
</tr>
</tbody>
</table>

Source: *The Handbook of Student Affairs Administration.*

Once a set of key competencies has been identified and agreed upon, it is important for student affairs divisions to look towards hiring individuals with these skills, as well as work to ensure the development of current employees in these areas. On this second point, we note that some employees may have already developed these skills and knowledge bases through previous graduate programs or other formal learning experiences. However, as the American College Personnel Association (2007) states,

> While graduate preparation programs may have provided new professionals a comprehensive foundation for work in the field, many others find themselves in professional student affairs roles without having participated in a graduate preparation program within the field. Graduate preparation programs, however, cannot provide all of the knowledge and experiences needed for an entire career in student affairs. Ongoing and continued professional development is necessary and the identification of a common knowledge and skill base allows for the intentional shaping of one’s professional development.\(^{24}\)

With this point in mind, we proceed to a discussion of professional development activities for student affairs employees.

**Professional Development**

Various authors of journal articles, contributors to *The Handbook of Student Affairs Administration*, professional associations, and student affairs practitioners, offer a number of suggestions regarding professional development for student affairs employees. We discuss a sample of such professional development activities below.

As Janosik et al. (2003) comment, “there are literally scores of programs and services provided by departments, institutions, local organizations, and professional associations that may be helpful to employees.”\(^{25}\) These range from simple activities such as reading a relevant book, watching a video, or conducting internet research on a topic of professional interest, to more complex activities such as attending a seminar, class, workshop, or conference. Activities can be formal, group events or one-on-one meetings between a supervisor and another staff member.

Jackson, Moneta, and Nelson (2009) describe one interesting and particularly cost-effective form of professional development: making relevant publications available to employees on a regular basis. As the authors point out,

> There are a number of first-rate publications that provide information on the latest research about student behavior, administrative strategy, reviews of publications about student affairs issues, and analyses of how certain students of different ethnicities, socioeconomic status, and college attendance history perform in different types of institutions. The number of topics covered is nearly endless, and there are

\(^{24}\) Love, et al. 2007. p. 3.

publications to suit all levels of experience, interests, and specializations within the field of student affairs.²⁶

At staff meetings, administrators can assign certain employees to read and review selected publications, emphasizing the importance of staying up-to-date in the field. Alternatively, a director or a staff development committee can collect articles that they believe are particularly relevant to what is currently going on at the institution and discuss them at staff meetings. Jackson, Moneta, and Nelson further recommend the following publications as good sources of staff readings.

- *About Campus*
- *Business Officer*
- *Change*
- *The Chronicle of Higher Education*
- *Journal of College Student Development*
- *Leadership Exchange*
- *Inside Higher Ed*
- *NASPA Journal*
- *NetResults*
- *NASPA Forum²⁷*

The University of California, San Diego provides other interesting examples of in-house student affairs activities. Last year, the department hosted a variety of workshops and lectures as part of its Supervisor Training Series. Each event was led by an experienced UCSD Student Affairs practitioner, such as the Assistant Vice Chancellor for Student Life, the Director of Development for Student Affairs, the Assistant Registrar, and the Director of Counseling and Psychological Services, among others. The events covered a wide variety of topics including “Applying Student Development Theories to Supervising Students,” “Fundraising for Supervisors,” “Supporting and Supervising New Employees,” “Fueling Creativity in Your Department,” and “Supervising with Emotional Intelligence.”²⁸

Another example of a professional development activity at UCSD, which was also highlighted in the literature reviewed for this report, is the Student Affairs Inside Look (SAIL) program. Under this program, a student affairs employee is provided the opportunity to “shadow” an employee from another department. This enables the participant to see how their work fits into the bigger picture of student affairs, improve team skills, and provide better service to students through learning where and when to refer them to other departments. One participant in the program noted

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²⁷ Ibid.

that after working in another department, she was able to “discuss further collaboration and ways to improve processes on both ends to make things easier for all of the students we serve.”

In addition to in-house professional development activities, such as those described above, professional associations also offer a number of opportunities for student affairs employees to increase their skills. These include conferences, workshops, and retreats among other activities. Besides hearing from experts on a wide range of topics relevant to their profession, these activities and events allow employees to interact and network with individuals working in similar positions at other institutions.

Such activities can also be hosted by the institution. Providing an example of professional development from a community college perspective, Valencia Community College hosted a “Learning Conversations Conference” in October 2008, to encourage innovative thinking practices and to present multiple perspectives on how best to promote student learning. The college invited colleagues from other community colleges, as well as four-year institutions, to present on different topics related to this general theme. The conference featured five “tracks,” one of which was titled “Student Affairs: Building Pathways to Success.” Conference activities related to the student affairs track included:

- LifeMap: A Learning-Centered System for Student Success (advising system)
- Designing for Student Success at Grand Rapids Community College (advising system and other support programs)
- Start Right: Transitioning for Success (college transition)
- DirectConnect: Unique Partnerships with the University (innovative articulation agreements)
- Learning Assured Through Meaningful Collaboration (easy navigation of a college-wide academic success model)
- Building Connections in a High-Tech World (reevaluation of institutional practices in order to effectively communicate to students)

In *The Handbook of Student Affairs Administration*, Komives and Carpenter provide other examples of “outstanding professional development programs.” These are described in the table below.

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While professional development may take many forms, Komives and Carpenter present a guiding framework for all professional development activities. Termed the PREPARE model, the framework contends that all professional development activities should be:

- Purposeful, intentional, and goal related
- Research, theory, and data based
- Experience based
- Peer Reviewed
- Assessed
- Reflected upon and reflected in practice
- Evaluated

In order to illustrate how the PREPARE model would relate to specific types of professional development activities, the authors constructed the following table:

<table>
<thead>
<tr>
<th>The PREPARE Model and Selected Professional Development Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposeful</td>
</tr>
<tr>
<td>Research Teams/Writing Groups</td>
</tr>
<tr>
<td>Internships/Job Sharing/Job Swapping</td>
</tr>
<tr>
<td>Book Clubs</td>
</tr>
<tr>
<td>Institute Attendance</td>
</tr>
</tbody>
</table>

33 Ibid.
### The PREPARE Model and Selected Professional Development Activities

<table>
<thead>
<tr>
<th>Experience Based</th>
<th>Research Teams/ Writing Groups</th>
<th>Internships/ Job Sharing/ Job Swapping</th>
<th>Book Clubs</th>
<th>Institute Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow guidelines of successful projects in the past</td>
<td>Seek guidance from supervisors, mentors, and colleagues about how to gain maximum benefit</td>
<td>Discuss with peers to make application</td>
<td>Immersion experience of 2-3 days of institute; plan transference; vetted by professional association</td>
<td></td>
</tr>
<tr>
<td>Peer reviewed</td>
<td>Involvement of peer debriefers; submitted for formal peer review</td>
<td>Might use application process for selection; guidelines for program created by committee of colleagues</td>
<td>Peer process on choice of books assures quality experience; some peer review process in order to be published</td>
<td>Quality is implied through sponsoring organization</td>
</tr>
<tr>
<td>Assessed</td>
<td>Work pace important to writing time commitments; identify skill deficits (for example, analysis methods)</td>
<td>Check fit, willingness, meaningful involvement; make it time limited</td>
<td>Use criteria for book selection</td>
<td>Justify fit with personal goals and organizational needs</td>
</tr>
<tr>
<td>Reflected</td>
<td>Process experience with team</td>
<td>Provide developmental supervision on site</td>
<td>Expect application of material to work context</td>
<td>Require debriefing, report, or presentation upon return to campus</td>
</tr>
<tr>
<td>Evaluated</td>
<td>Team evaluated; productivity identified</td>
<td>Use 360-degree feedback strategies (that is, supervisor, peer, subordinate); process with regular supervisor</td>
<td>Evaluate learning after each reading cycle</td>
<td>Require institute impact to be addressed in annual review</td>
</tr>
</tbody>
</table>

Source: The Handbook of Student Affairs Administration.34

Whatever types of professional development activities an institution decides to use, keeping the elements of the PREPARE model in mind will help ensure that employees get the most from their development experiences.

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34 Table taken verbatim from Komives and Carpenter, 2009.
Overview of Select Community College Student Affairs Divisions

In this final section of the report, we offer profiles of the student affairs divisions of several outstanding community colleges. These public, two-year institutions – Valencia Community College, the Community College of Baltimore County, Broward College, Palomar College, and Lane Community College – have been recognized by organizations such as the League for Innovation in the Community College, the MetLife Foundation, and Community College Week for their commitment to learning-centered education and best practices in retaining and graduating students. For each institution, we describe the organizational structure of the student affairs division and include an organizational chart. We also list the functional units encompassed by the division, provide titles of professional staff working within these units, and calculate the student-to-staff ratios of key personnel. When available, we also indicate the highest degree attained by the student affairs professionals.

As the profiles below demonstrate, the majority of these student affairs divisions follow the hierarchical/functional model described earlier in this report. Under this model, distinct functional units report through a series of hierarchies, ultimately reaching the president or provost of the college. Similar to the community colleges included in Kuk and Banning’s survey, all of these divisions are led by a vice president who reports directly to the president of the college.

The divisions at two of these institutions (Community College of Baltimore County and Valencia Community College) provide clear examples of elaborations on the hierarchical/functional model: the functional cluster.\textsuperscript{35} For example, at CCBC, three deans are each responsible for a separate cluster of related functional units, and then report to the Vice President of Enrollment and Student Services. The Dean of Enrollment Management directs the units of Admissions, Financial Aid, Records & Registration, International Student Services, and Outreach Communication. The Dean of College Life heads the functional units of College Athletics, Judicial Affairs, Student Life, and Multicultural Affairs. Finally, the Dean of Student Development leads the units of Grant Funded Programs, Career Development, Counseling & Special Programs, Academic Advisement, and Support Services, among others.

As noted earlier, we also see elements of the geographical/functional model in two of the student affairs divisions (Valencia Community College and Broward College). For example, at Valencia, part of the division’s reporting structure is based on geography, where coordinators of the career centers, new student orientation, advising/counseling services, and other programs report to deans of students at each individual campus. The deans then report directly to the vice president of student affairs. This does not appear to be a pure form of the geographical/functional model, as the structure also includes lines of reporting not based on geography. We

\textsuperscript{35} Note that Broward College and Palomar College display elements of the functional cluster, though it is not as pronounced as Valencia and CCBC.
describe these issues in further detail in our profile of Valencia’s student affairs division.

Turning next to the types of services offered, the core functions encompassed by all of the divisions profiled in this report include admissions, records, financial aid, advising/counseling, and student life/development. All of the models also place academic support programs for at-risk students, such as the Department of Education TRIO programs, under the umbrella of student affairs. However, the colleges did display some differences in other functional units. For example, the division at Palomar College covers functions like campus safety and health services, while Lane’s Executive Dean presides over educational services like adult education, workforce development, and English as a Second Language.

Finally, perhaps the starkest difference among these models regards the relationship of student affairs to academic affairs. Unlike reporting structures at other institutions, Lane combines its academic and student affairs divisions under its Vice President of Academic & Student Affairs. The college may organize its service in this manner in order to provide a higher degree of coordination between these divisions.

These differences suggest a lack of consensus regarding the best organizational structure and practices of student affairs divisions at community colleges. The organization of the student affairs model, the functional units that are included, and the staff hired to administer the services most likely depend in large part on the conditions at the individual colleges and the unique needs of their students, as well as the historical organization of the division.

**Valencia Community College**

Located in Orlando, Florida, Valencia Community College has four campuses, two centers, and a Criminal Justice Institute. In fall 2008, Valencia reported a total headcount enrollment of 35,351 students and a total FTE enrollment of approximately 11,144, which includes enrollment in both credit and non-credit courses. Valencia is the third largest of Florida’s 28 community colleges and graduates more Hispanics and Asians than any other two-year college in the state. Beyond its selection by the Learning College Project as one of the 12 Vanguard Learning Colleges, Valencia was one of four colleges to receive the MetLife Community College Excellence Award in 2004-2005 and was ranked by *Community College Week* as second in the number of associate degrees conferred by two-year institutions in 2009.38

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At Valencia, the student affairs division is headed by the Vice President for Student Affairs and encompasses the following functional units:

- Admissions and Records
- Financial Aid
- Veterans’ Services
- College Transitions
- Bridges to Success
- College Reach Out Program (CROP)
- Take Stock in Children (TSIC)
- Dual Enrollment
- Disabilities Services
- Assessment
- Student Development
- Answer Centers
- Atlas Access Labs
- New Student Orientation
- Advising and Counseling
- International Student Services

As the organizational chart illustrates below, Valencia’s student affairs division has three assistant vice presidents – for Admissions and Records, College Transitions, and Student Affairs – and four deans – for the East, West, Osceola, and Winter Park campuses – who report to the vice president. The assistant vice presidents are responsible for the student affairs’ units outlined above that fall within their functional cluster. The Assistant Vice President of College Transitions, for example, is responsible for financial aid, veterans’ services, enrollment services, and grant-funded programs like Bridges and CROP. The Assistant Vice President of Student Affairs presides over the disability services, standardized testing, student development, and Atlas training units. Displaying elements of the geographical/functional model, Valencia’s four deans are responsible for the student services enterprise at their respective campuses.

39 For a list of the units in student affairs, see the Valencia’s Student Affairs Departmental Unit Action Plans at http://www.valenciacc.edu/studentservices/unitplans/
40 Bridges to Success provides a range of support services to minority and low income students. For more on the programs see: http://www.valenciacc.edu/bridges/
41 CROP is a state-funded program that prepares disadvantaged high school students for transitioning to college. For more on the program see: http://www.valenciacc.edu/crop/default.asp
42 TSIC is a scholarship program for disadvantaged youth that provides tuition for two years of community college followed by two years of university. For more on the program See: http://www.valenciacc.edu/tsic/
43 At Valencia the student development department includes nonacademic activities like student government, clubs and organizations, intramural athletics, and volunteering. See: http://www.valenciacc.edu/studentdev/staff.cfm
44 The Answer Centers on each campus are the first stop for students seeking advice about any student affairs service. Staff members in the Answer Centers are cross-trained in admissions, financial aid, advising, and so forth. For more on the Answer Centers see: http://www.valenciacc.edu/studentservices/answer.cfm
45 The Atlas labs, located on each campus, are where students can go to get help using Atlas, Valencia’s online portal that provides information to students on their academic progress, student services, etc. For more on Atlas see: http://www.valenciacc.edu/studentaffairs/
For the departments under the jurisdiction of assistant vice presidents, Valencia employs college-wide directors and central staff but also has coordinating personnel on individual campuses. Included below are the staff rosters for a sample of these college-wide units. To avoid confusion, we have included only the central staff and related East Campus personnel.

**Admissions and Records**46

- Assistant Vice President of Admissions and Records/Registrar, Ed. D.
- Director of Graduation and Records
- Director of Admissions and Records
- Assistant Director of Records
- Administrative Assistant to the Assistant Vice President
  - East Campus Coordinator of Admissions and Records

**Office for Students with Disabilities**47

- Director of the Office of Students with Disabilities
- Assistant Director/Deaf & Hard of Hearing Services and Assistive Technology Specialist
  - East Campus Coordinator of Disabilities Services
  - Academic Advisor
  - Staff Assistants (2)

**Student Development**48

- Director of Student Development, Ed. D.
- Staff Assistant to the Director of Student Development
  - East Campus Development Coordinator, M.A.
  - Staff Assistant
  - Student Development Advisor
  - Volunteers Coordinator
  - Intramurals Supervisor

Other student affairs units, like counseling, advising, career services, the Atlas labs, and the Answer centers, are administered individually on each campus. As shown on the organizational chart, managers and coordinators of the Atlas labs and the Answer and career services centers report directly to their respective deans.

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Featured below is a list of the staff located in the student services office at Valencia’s East Campus:

- Dean of Students
- Counselors (4)
- Academic Advisors (5)
- New Student Orientation Coordinator
- Financial Aid Manager
- Financial Aid Specialists (4)
- Bridges to Success Program Coordinator
- Staff Assistants (3)

Based on the numbers above and Valencia’s fall 2008 headcount enrollment for its East Campus, it appears that there are 3,654 students per counselor and per financial aid specialist and about 2,923 students per academic advisor.

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Students Affairs Organizational Chart – Valencia Community College

Vice President of Student Affairs

Asst. VP of Admissions & Records
- Director of Admissions & Records
- Director of Records & Graduation
  - Admissions Tech Coordinator
  - Director of Dual Enrollment
  - Director of Bridges
  - Director of CROP

Asst. VP of College Transitions
- Director of Fin. Aid & Veterans Services
- Director of Transition Planning & Enr. Services
- Director of Student Development
- Tech Coordinator of Atlas Training & Updates

Asst. VP of Student Affairs
- Director of Students with Disabilities
- Director of Standardized Testing
- Director of Dual Enrollment
- Tech Coordinator of Atlas Training & Updates

Dean of Students, East Campus
- Manager of the Answer Center
- Coordinator of Atlas Access Labs
- Coordinator of the Career Center
- Coordinator of New Student Orientation
- Advising/Counseling
- Career Program Advisors
- Atlas Access Coordination

Dean of Students, Osceola Campus
- Manager of the Answer Center
- Coordinator of Atlas Access Labs
- Career Center
- New Student Orientation
- Advising/Counseling
- Career Program Advisors

Dean of Students, West Campus
- Manager of the Answer Center
- Coordinator of Atlas Access Labs
- Coordinator of the Career Center
- Coordinator of New Student Orientation
- Advising/Counseling
- International Student Coordination

Community College of Baltimore County

The largest provider of higher education and workforce training in the Baltimore metropolitan area, the Community College of Baltimore County in Maryland has three main campuses and two extension centers. In fall 2008, CBCC enrolled 20,673 students in credit courses and reported an FTE credit enrollment of 11,912. The college has won a number of honors, including selection as one of the 12 Vanguard Learning Colleges. The MetLife Foundation gave CCBC one of the two Community College Excellence Awards in 2008 and Community College Week determined that CBCC comes in 40th among two-year institutions in the number of associate degrees conferred in 2009.

CCBC organizes its Division of Enrollment and Student Services under the administration of a vice president. According to the organizational chart displayed on the following page, the division consists of the following units:

- Admissions
- Financial Aid
- Records and Registration
- International Student Services
- Outreach Communication
- Athletics
- Judicial Affairs
- Student Life
- Multicultural Affairs
- Children's Learning Center
- Grant-Funded Programs
- Career Development Services
- Counseling
- Advising
- Disability Support Services
- Student Services

The 2009-2010 college catalog also mentions testing, tutoring, and transfer services as among those offered to students by the division.

In CCBC's organizational model, three deans – for Enrollment Management, Student Development, and Student Life – report to the Vice President of Enrollment and

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53 These are academic support programs like Upward Bound, Talent Search, Project 2nd Start, and Project START that are funded by the federal and/or state governments.
Student Affairs. These senior administrators are responsible for the enrollment and student services units mentioned above that fall within their functional cluster. The Dean of Enrollment Management, for example, is responsible for the admissions, financial aid, records, international student services, and outreach units. The Dean of Student Development presides over the counseling, career services, advising, grant-funded programs, and disabilities services units. Finally, the Dean of College Life oversees the remaining student services units – athletics, student life, judicial affairs, and multicultural affairs.

As the organizational chart shows, following the deans in administration of the division are college-wide directors for each unit.

Beyond the directors, the organization of the individual units becomes mixed. For some of the units – admissions, financial aid, and advising – CCBC employs a local coordinator and staff for each of the three campuses in Catonsville, Dundalk, and Essex. For other units – records and student life – CCBC has college-wide personnel in addition to a local coordinator and local staff on each campus. Still other units – judicial and multicultural affairs – are administered by only college-wide staff.

Featured below are the staff rosters for a sample of these units. In order to avoid confusion, only the college-wide staff (not including the deans) and the local personnel at the Catonsville Campus are included.

Admissions

- Director of Admissions
- Administrative Assistant to the Director of Admissions
- Catonsville Campus Coordinator of Admissions
  - Admissions Recruiter
  - Admissions Counselors (2)
  - Support Specialist

Financial Aid

- Director of Financial Aid
- Catonsville Campus Coordinator of Financial Aid
  - VA Certifying Official
  - Financial Aid Services Specialists (2)
  - Financial Aid Reporting Specialist
  - Financial Aid Reconciliation Specialist

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Academic Advising

- Director of Academic Advising
- Administrative Assistant
- Program Secretary
- Catonsville Campus Coordinator of Academic Advising
  - Academic Advisors (5)
  - Case Manager for the Allied Health Programs
  - Case Manager for the School of Applied and Information Technology
  - Support Specialist
  - Receptionist

Records

- Director of Records and Registration
- Coordinator of Transfer Evaluation Services
- Data Support Analyst
- Lead Catalog/Schedule Specialist
- Reservation/Room Utilization Specialist
- Room Utilization Specialist
- Facility Reservation Specialist
- Degree Audit Technician
- Administrative Assistant
- Catonsville Campus Coordinator for Records and Registration
  - Enrollment Services Specialists (9)
  - Graduation Enrollment Services Specialist
  - Registration Supervisor
  - Catalog/Schedule Specialist
  - Support Specialist to Campus Coordinator
  - Office Manager
  - Receptionist/Switchboard Operators (2)

Student Life

- Director of Student Life
- College Student Life Communications Administrator
- Coordinator of the First Year Experience
- Administrative Assistant
- Catonsville Campus Coordinator of Student Life
  - Director of the Children’s Learning Center

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57 Ibid. p. 115-118 and “Meet the Staff: Catonsville Advising Center,” CCBC, http://www.ccbcmd.edu/advising/catonsville_staff.html
Judicial Affairs

- Director of Judicial Affairs
- Judicial Affairs Advocate (2)
- Support Specialist

Multicultural Affairs

- Director of Multicultural Affairs
- Program Specialist
- Coordinator of Multicultural Affairs

Career Development, Counseling, and Special Programs

- Director of Career Development, Counseling, and Special Programs
- Administrative Assistants (2)
  - Clinical Counselors (both of the counselors on the Catonsville Campus hold Ph.D.s)
  - Career Counselors (2 on the Catonsville Campus)

The table below presents CCBC’s staff-to-student ratios of select student affairs professionals. The ratios are based on the fall 2008 enrollment at Catonsville’s campus in for-credit courses and the number of staff members holding the position at that campus.

<table>
<thead>
<tr>
<th>Position</th>
<th>Num. of Staff</th>
<th>Student : Staff Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Counselor</td>
<td>2</td>
<td>4,322</td>
</tr>
<tr>
<td>Financial Aid Specialist</td>
<td>4</td>
<td>2,161</td>
</tr>
<tr>
<td>Academic Advisor</td>
<td>5</td>
<td>1,728.8</td>
</tr>
<tr>
<td>Enrollment Service Specialist</td>
<td>9</td>
<td>960.4</td>
</tr>
<tr>
<td>Clinical Counselor</td>
<td>2</td>
<td>4,322</td>
</tr>
<tr>
<td>Career Counselor</td>
<td>2</td>
<td>4,322</td>
</tr>
</tbody>
</table>

---

60 Ibid. p. 97
61 Ibid. p. 105
62 Ibid. p. 114. We determined which of the counselors work on the Catonsville Campus by using the CCBC’s staff directory.
Organizational Chart of Senior Administrators - Division of Enrollment and Student Services - CCBC

Vice President of Enrollment and Student Services

Dean of Enrollment Management
  - Director of Admissions
  - Director of Financial Aid
  - Director of Records & Registration
  - Director of Intl. Student Services

Dean of Student Development
  - Coordinator of Outreach Communication
  - Director of College Athletics
  - Director of Judicial Affairs
  - Director of Student Life

Dean of College Life
  - Director of Children’s Learning Center

Director of College Athletics
Director of Judicial Affairs
Director of Student Life
Director of Multicultural Affairs

Director of College Athletics
Director of Judicial Affairs
Director of Student Life
Director of Multicultural Affairs

MCA Counselor
Director of Grant Funded Programs
Director of Career Development, Counseling, & Special Programs
Director of Academic Advisement
Director of Disability Support Services
Director of Student Services

Directors of Spark, Upward Bound, Talent Search, Project 2nd Start, Project START

Source: “Organizational Chart FY 2009,” CCBC. http://www.ccbc.edu/media/hr/orgchart09.pdf
Broward College

Formerly called Broward Community College, Broward College, in Fort Lauderdale, Florida, has four campuses, including a Health Sciences Campus, six local centers and two overseas centers. In summer 2008, the college dropped community from its name as it began offering bachelors programs in education. That fall, Broward had a college-wide enrollment of 38,015 (for-credit and non-credit).64 Broward was one of the first colleges to participate in the Achieving the Dream Initiative, using the grant from the Lumina Foundation to provide additional support to students who strongly need remedial education.65 In addition, Community College Week ranked Broward first among two-year colleges that conferred the largest number of associate degrees in 2009.66

At Broward, the student affairs division includes core functions like admissions, testing, advising/counseling, financial aid, disabilities services, student life, career services, and international student services.67 The division is headed by the Vice President for Student Affairs and Enrollment Management. The college-wide administrative staff who report to the vice president include:68

- Interim Associate Vice President for Student Affairs/ College Registrar
- Associate Vice President for Student Development Services
- Associate Vice President for Student Success & Enrollment Management Services
- Interim District Director for Enrollment Management

Following these senior administrators in the organizational structure of the division are the deans. Displaying elements of the geographical/functional model, three of Broward’s campuses – North Campus, A. Adams High Central Campus, and Judson A. Samuels South Campus – and three of its centers – the Willis Holcombe Center and the Pines/Watson centers – each have a dean of students and staff responsible for student services at that location. For example, the Willis Holcombe Center, which offers programs in art, technology, and business and is attended by a smaller number of students than the main campuses, has a student affairs office staffed with the following individuals:69

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64 “Student Demographics by Numbers and Percentages,” Broward College, http://www.broward.edu/facts/instresearch/studentinfo/enrollment/Enrollment_20091_numbers_and_percentages_8_2.pdf
67 “Student Affairs,” Broward College, http://www.broward.edu/studentaffairs/
Dean of Student Affairs
Director of Student Affairs
Student Affairs Manager and Testing Coordinator
Counselor
Senior Academic Advisor
Disabilities Services Specialist
Admissions/Registration Supervisor
Student Life Coordinator

Included on the following page is the organizational chart for the student affairs section at Broward’s North Campus. As the chart shows, the North Campus has multiple enrollment service officers, admissions clerks, and counselors. Based on the campus’s total fall headcount enrollment\(^7\) and the number of staff holding these positions, it appears that that Broward has approximately 1,205.1 students per counselor and 1,377.3 students per enrollment service officer.

\(^7\) The North Campus has an enrollment of 9,641 students. See: Student Demographics by Numbers and Percentages,” Broward College, http://www.broward.edu/facts/instrresearch/studentinfo/enrollment/Enrollment_20091_numbers_and_percentages_2.pdf
Student Affairs Organizational Chart – North Campus – Broward College

Palomar College

Palomar College is located in San Diego County, California, where it has a main campus and several outreach centers. In fall 2007, Palomar had a total headcount enrollment of 31,718 students, more than 80% of whom were enrolled in credit programs.\(^{71}\) Besides selection as one of the 12 Vanguard Learning Colleges, Palomar is ranked by *Community College Week* as one of the top 50 two-year institutions in terms of the number of associate degrees it has conferred.\(^{72}\)

The student services division at Palomar is headed by the Assistant Superintendent/Vice President of Student Services. According to the division’s website, the following departments report to the vice president:\(^{73}\)

- Admissions and Records
- Athletics
- Campus Police
- Career Center
- Counseling Services
- Disabled Student Programs and Services
- Extended Opportunity Programs and Services\(^{74}\)
- Gear Up\(^{75}\)
- Financial Aid
- Health Services
- International Student Services
- Matriculation
- Student Affairs\(^{76}\)
- Transfer Center
- TRIO/Student Support Services\(^{77}\)
- Upward Bound\(^{78}\)
- Veterans Services

As the organizational chart displays below, following the vice president in the administration of the division are directors for athletics, enrollment services, health services, and student affairs, as well as the Chief of Police and the Dean of

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72 “Top One Hundred Associate Degree Producers,” *Community College Week.* http://www.ccweek.com/news/common/CCWTop100-09-AS.pdf
74 EOPS is a state-funded program that provides academic and financial support to disadvantaged students. For more on the program see: http://www.palomar.edu/eops/
75 Gear Up is a college preparatory program for students attending middle and high schools that neighbor Palomar. For more on the program see: http://www.palomar.edu/gearup/
76 At Palomar, the Student Affairs Office handles clubs, organizations, and other campus-wide activities and events.
77 TRIO/SSS is a federally-funded program that provides a host of services to students who come from low-income families or are disabled. For more on the program see: http://www.palomar.edu/triosss/
78 Upward Bound is a federally-funded program that helps high school students from low-income and minority backgrounds prepare for college. For more on the program see: http://www.palomar.edu/upwardbound/
Counseling Services. The Enrollment Services Director is responsible for the admissions, financial aid, international education, and veterans services units. The Dean of Counseling oversees the articulation, assessment, career services, counseling, matriculation, and disabilities services units. Grant-funded programs like Gear Up and the extended opportunity programs such as C.A.R.E. also fall under the jurisdiction of the Dean of Counseling.

Each of the units is managed by a director or coordinator and staffed with specialists and support personnel. Outlined below are the staff members for some of the key student affairs functional units:

**Financial Aid**
- Director of Financial Aid, Veterans, and Scholarship Services
- Academic Counselor
- Financial Aid and Scholarship Services Coordinator
- Systems Module Functional Specialist (2)
- Financial Assistance Advisor (6)
- Financial Assistance Specialist (6)

**Career Center**
- Career Center Director
- Career Center Coordinator
- Career Counselors (3)
- Counseling Services Specialist

**Disabilities Resource Center**
- Director
- Senior Administrative Secretary
- Staff Aide
- Assistive Technology Specialist
- Alternate Media Specialist
- Counselor
- Instructor/LD Specialist (3)
- ASL Interpreter Coordinator
- Assistant ASL Interpreter Coordinator
- ASL Interpreter (4)

Given the figures above for the number of student affairs professionals and Palomar’s fall 2008 headcount enrollment, there appears to be about 5,286.3 students per financial aid specialist and 10,572.7 students per career counselor.

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Student Services Organizational Chart – Palomar College

Assistant Superintendent/Vice President of Student Services

Athletics Director

Enrollment Services Director

Chief of Police

Health Services Director

Counseling Services Dean

Student Affairs Director

Assoc. Student Government President

Admissions

Financial Aid & Scholarships

International Education

Records/ Evaluations/ Transcripts

Veterans Services

Articulation

Assessment

Career Center

Counseling

Matriculation

Disabilities Resources Center

EOP&S/CARE/ CalWorks

Grant Funded Student Programs

Transfer Center


Lane Community College

One of the largest community colleges in Oregon, Lane Community College has a main campus in Eugene and four centers, including the Flight Technology Center at the local airport. In fall 2008, Lane had a total headcount enrollment of 18,678 students, about 70% of whom were enrolled in credit programs. Lane is recognized by the Learning College Project as one of the 12 Vanguard Learning Colleges.

At Lane, the academic and student services divisions are integrated under the Office of Academic and Student Affairs, headed by a vice president. As the organizational chart illustrates below, the Chief Information Officer, the Director of Institutional Research, Assessment & Planning, the Executive Dean of Academic Affairs for Career and Technical Education, the Executive Dean of Academic Affairs for Transfer Programs, and the Executive Dean of Student Affairs, Student Services & Student Development all report to the Vice President of Academic and Student Affairs.

Below the executive dean for student affairs are nine administrators responsible for the following student affairs units:

- Adult Basic and Secondary Education (ABSE)
- Workforce Development
- Academic Learning Skills
- English as a Second Language (ESL)
- Tutoring
- International Student Program
- Enrollment Services
- Financial Aid
- Counseling and Advising
- Career Service Development
- Disabilities Resources
- Child and Family Education
- TRIO Learning Center
- The Torch
- Student Life and Leadership Development
- Multicultural Center
- Women’s Program

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83 “Lane Enrollment and Headcount,” Lane Community College, http://www.lanecc.edu/research/ir/enrollment.htm
85 The TRIO Learning Center, funded by a grant from the Department of Education, provides academic support to disadvantaged students. For more on the center see: http://www.lanecc.edu/trio/
86 The Torch is Palomar College’s student-run newspaper. See: http://www.lanecc.edu/mediaarts/torch/
87 The Student Life and Leadership Development office manages clubs, organizations, legal services to students, and other nonacademic activities. See: http://www.lanecc.edu/stuser/stuact.htm
Some of these units are grouped together under the jurisdiction of a single senior administrator. For example, the Dean of Academic Learning Skills is also responsible for ESL, tutoring, and international student services. The Director of the Women’s Program also administers the student life and the multicultural center. The Interim Director of Counseling manages not only academic and personal counseling but also the career development services. The Division Chair for adult education is also responsible for the workforce development program, and there is an associate dean for both the disabilities resources and child & family education units.

Following the senior administrators are coordinators, specialists, and/or supporting staff for each of the units. Below are the staff rosters for some of Lane’s student affairs units.

*Enrollment and Student Financial Services*\(^88\)

- Dean of Enrollment and Financial Services
- Director of Financial Aid
- Student First Service Representatives (9)
- Administrative Specialists
- Project Coordinator
- Degree Evaluators (2)
- Financial Aid Advisors (8)
- Lead Student Service Specialists (2)
- Financial Specialists (3)

*Counseling* (which includes both personal and academic counseling)\(^89\)

- Interim Director of Counseling
- Counselors (13)
- Advisors (4)
- Administrative Coordinator of Counseling

*Career Development Services*\(^90\)

- Career, Employment and Academic Advisor/ Scholarship Coordinator
- Career, Employment and Academic Advisor/ Career Fair Coordinator/ Learn & Earn Manager
- Career and Employment Advisor
- Career, Employment and Academic Advisor/ Student Service Associate Supervisor

\(^{88}\) See Enrollment and Student Financial Services section in the employee directory. [http://www.lanecc.edu/sf/info.htm](http://www.lanecc.edu/sf/info.htm)

\(^{89}\) “Counseling Department Staff,” Lane, [http://www.lanecc.edu/stuser/counstaf.htm](http://www.lanecc.edu/stuser/counstaf.htm)

\(^{90}\) “Career and Employment Services,” Lane, [http://www.lanecc.edu/ces/staff.htm](http://www.lanecc.edu/ces/staff.htm)
**Disabilities Resources**

- Associate Dean of Child and Family Education and Disability Resources
- Coordinator
- Administrative Specialist
- Advisors (3)
- In-class Support Staff
- Testing Support Staff
- Alternate Format Specialists (2)
- Director of Project ShIFT
- Administrative Specialist of Project ShIFT

**Multicultural Center**

- Division Dean of Student Life, the Multi Cultural Center, and the Women’s Program, Ph.D.
- African American Student Program Coordinator, M. Ed.
- Native American Student Program Coordinator, MFA
- Chicano/Latino Student Program Coordinator
- Administrative Specialist, B.S.

The table below shows the student to staff ratios of select student affairs professionals at Lane. The figures are based on Lane’s fall 2008 headcount enrollment and the number of staff members holding the positions.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number of Staff</th>
<th>Student : Staff Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services Specialist</td>
<td>11</td>
<td>1,698</td>
</tr>
<tr>
<td>Financial Aid Advisor</td>
<td>8</td>
<td>2,334.8</td>
</tr>
<tr>
<td>Counselor</td>
<td>13</td>
<td>1,436.8</td>
</tr>
<tr>
<td>Advisor</td>
<td>8</td>
<td>2,334.8</td>
</tr>
<tr>
<td>Disabilities Advisor</td>
<td>3</td>
<td>6,226</td>
</tr>
</tbody>
</table>

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92 Project ShIFT, funded by the federal government, is an initiative to improve the quality of education for disabled students. For more on it see: http://www.lanecc.edu/disability/shifgrant.htm
93 “Multi Cultural Center,” Lane, http://www.lanecc.edu/mcc/staff.htm
94 This figure is 18,678 students. See: “Lane Enrollment and Headcount,” Lane Community College, http://www.lanecc.edu/research/ir/enrollment.htm
Academic and Student Affairs Organizational Chart – Lane Community College

Vice President of Academic & Student Affairs

Director of Institutional Research, Assessment, & Planning

Chief Information Officer

Executive Dean of Academic Affairs – Career Technical

Executive Dean of Academic Affairs – Transfer

Executive Dean of Student Affairs, Student Services, & Student Development

Academic and Student Affairs Organizational Chart – Lane Community College

Note

This brief was written to fulfill the specific request of an individual member of The Hanover Research Council. As such, it may not satisfy the needs of all members. We encourage any and all members who have additional questions about this topic – or any other – to contact us.

Caveat

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