

Personal Statement of Mission Paper

CSP 6050

Leslie Meyer

Bowling Green State University

Deciding to Pursue Student Affairs & My Future Goals

Prior to applying to several student affairs graduate programs, I came across a quote by Mark Twain that resonated with my search for more meaning and purpose in my work. *“Twenty years from now you will be more disappointed by the things you did not do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.”* At the time, I was working in marketing for Nationwide Children’s Hospital Foundation and felt stuck. The majority of my work involved project management and only a small portion of my role involved connecting with others, which was my passion. Every few months, I would meet and interview patient families and retell their experiences in articles for newsletters sent to potential donors. I wanted more of an opportunity to connect with and support others in achieving their personal and professional goals. I sensed that it was time to move in that direction, to “throw off the bowlines, and sail away from the safe harbor.”

After working as a teacher and in various professional roles in sales and marketing, customer service, office administration, and public relations for nearly 20 years, I was ready to fulfill a long-time dream of obtaining a master’s degree. Some people told me I was too old to go back to school. Others said that it would be too much work and too much money. In addition, several people even told me the coursework would be too difficult because I had been out of school for so long. Despite these opinions, I forged on and tried to gain as much information as possible. I researched graduate programs for counseling and student affairs and scheduled campus visits. At the same time, I conducted a number of informational interviews with folks in both professions and ultimately felt drawn to academic advising, career counseling,

and admissions. As I prepare to graduate in May, with my master's in College Student Personal, from Bowling Green State University, these three functional areas remain my top choices.

My goal is to obtain a full-time position at a community college or four-year institution where I will have the opportunity to do both academic advising and career counseling. In addition, I have a strong desire to teach career exploration and job search courses, as well as first-year experience courses. I especially enjoy working with new students and students who are undecided about their major or career area because I was undecided as a first-year student and have changed careers a number of times.

Values

When individuals take the time to discover their values it gives them more focus and clarity to improve results in the areas of their lives that are most important to them (*Living your values, part 1*, n.d.). Values, in many ways, act as one's compass and help to keep people heading toward the life they want for themselves. It is important to keep in mind; however, that one's values may shift over time. As a result, I want to take time to reassess my goals on a regular basis to make sure they are in alignment with my values.

Personal Values

When I think about what is truly important in my life, I reflect on whom I spend my time with and how I spend my time. **Relationships** are a top priority. I value my relationships with God, my husband, my family, and my friends.

At some point each day, I try to set aside time to read scripture and pray because it allows me to learn more about God. I was raised Catholic and, growing up, my parents required my brother, sister, and me to go to church. There were no exceptions to this rule unless we could prove that we were sick. Looking back, I realize that I did not understand what it meant to have

a personal relationship with Christ. I went to church out of respect for my parents and did not realize at this time how **faith** would positively influence my life.

I was in 7th grade when I first began to grasp the important role God played in my parents' lives. My dad had open-heart surgery and, as a family, we prayed for the surgery, the doctors, and my dad's healing and recovery. My mom told my sister, brother, and me that so many other people were praying for my dad, too. The number of friends, neighbors, family members, and even acquaintances, who made phone calls, sent cards, and dropped off meals amazed us. I started to realize just how precious life was during this time and while the recovery was a long process, I saw my parents' friendship and love for each other grow stronger. They have always instilled in their children that life brings things we do not expect or anticipate, but getting through the challenges draws us closer to each other and to God.

One year later, my mom received a cancer diagnosis. The cancer had spread to her liver and other major organs, and our family was told her chances of survival were slim. Again, the power of prayer and the support we received was nothing short of incredible. My mom was part of an experimental drug program and doctors told her she had approximately one year to live. I questioned God a lot during this time because I did not understand how something so horrific could happen to my mother. I am happy to say that God performed a miracle and my mom has been in complete remission since 1988.

Since my mom's cancer diagnosis almost twenty-five years ago, my faith continues to be tested by circumstances such as the suicide of a close friend, shattered dreams of being able to have children, career changes, health issues with family members, and death. My parents always told us **“everything happens for a reason, all things work together for good, and that God has a plan and a purpose for each of us.”**

This past summer, as I was finishing a practicum experience, my father-in-law passed away on the same day that I learned that my dad had to have emergency brain surgery. I was in disbelief that these events were happening simultaneously. As difficult as it was to transition from full-time professional to graduate student and intern, as challenging as it was for my husband to relocate and change jobs, and as emotional as it was for us to walk away from our beautifully remodeled home, we were so thankful that we were living back in the area near both sets of parents. We felt that things had happened for a reason and we were supposed to be living near our parents to help them during a very tough time. I am thrilled to report that my dad has made a full recovery and we (his doctors included) consider it nothing short of a miracle.

I believe that God has used every event, both wonderful and challenging, to shape me, strengthen my faith, and draw me closer to him. I realize how important it is for me to attend church regularly and to be in community with other believers. For several years now, I have been part of a small group or women's bible study that I attend on a weekly basis. In my life, faith is about trusting in what I do not see and this is often what keeps me hopeful and moving forward. This thought-process had a strong influence on the decision my husband and I made to relocate so I could pursue my master's degree.

I am fortunate to say that I am married to my best friend. Ben and I are a team and we approach most everything in life from a team perspective, where we continually try to determine what is in our best interests. One of our shared hobbies is boating, and we spend our summer weekends traveling all over Lake Erie. In addition, we both cherish time spent with our families.

During the summer months, my parents' cottage on Kelley's Island becomes the family meeting spot for my parents, my husband and me, and my brother and sister's families. We enjoy boating, biking, walking, island hopping, going to the beach, taking a hike, or just sitting

on the deck watching the boats and golf carts pass by. I see my brother and his family more often because they live in Michigan. My sister's family lives in Florida and we talk by phone weekly and/or Skype between her visits to Ohio several times a year. Our family has grown closer because we have shared so much together. Seeing how courageous my parents have been in battling illnesses and knowing how well they are doing today makes me so thankful for the time I have with them. Their persistence, determination, and their focus on maintaining an active lifestyle have made such a positive impact on how much they enjoy retirement.

My relationships with my friends are also something I treasure. The friendships I enjoy most are those where I can be completely "real" and honest. I enjoy knowing that I can trust my closest friends and vice versa. I spend time exercising and cooking with friends, talking, watching movies, eating out, and traveling. These relationships bring me so much joy and laughter.

My **health** is also very important to me. I value eating well and exercising regularly. Focusing on my physical health makes me feel better emotionally, and mentally, too. When I first started my master's program, I wanted to lose 30 pounds by the time I graduated. I am proud to say that I have recently recommitted to this goal and through the support of Weight Watchers, and one of my best friends who meets me to workout at 5 am each weekday morning, I have lost eighteen pounds to date. In the past, focusing on my health has allowed me to accomplish goals such as completing a 10K, a half marathon, and a marathon, too. Having work-life balance is also an important component of maintaining a healthy lifestyle for me.

Lastly, **enthusiasm** and a **positive attitude** are two attributes that are evident in everything I do. I believe that happiness is a choice one makes on a daily basis, no matter what one's current circumstances entail. I enjoy using my energy, enthusiasm, and positive attitude to

encourage others to take action. Enjoyment for me comes from coaching, motivating, and inspiring others to pursue their passions.

Life is full of both wonderful and trying experiences. It seems as though, at any one time, there is always something good happening and something challenging happening. I cling to my faith because it provides the best frame of reference for me to persevere during times of testing and it humbles me and reminds me how blessed I am during times of favor.

Relationships are critical to me because I draw energy from being around others. I find joy in connecting with others, sharing in others' triumphs and achievements, and encouraging others in day-to-day occurrences and major challenges. In order to invest in relationships and be who I want to be for others, I need to continue to grow in my faith. My faith helps to restore my enthusiasm and attitude daily, too. In addition, good health allows me to focus on taking the best care of me so that I can be a positive influence in the lives of others. I trust that God has a plan and a purpose for everything, that everything does happen for a reason, and all things (even challenging things) work together for good.

Professional Values

Knowing my professional values will benefit me when I encounter ethical dilemmas in student affairs. With so many diverse priorities, needs, expectations, cultural assumptions, and values within higher education, ethical dilemmas are quite commonplace (Pope et al., 2004). The ethical framework of the student affairs profession builds on five principles that I believe will prove important throughout my career: respecting autonomy, doing no harm, benefiting others, being just, and being faithful (Kitchener, 1985). These principles are equal in their significance and determining which principles are more relevant to a certain situation is up to the decision maker. Respecting autonomy involves respecting the right of students to make their

own personal choices. Doing no harm means that we refrain from hurting students by working with them in ways that take into consideration who they are and their cultural background. Benefiting others means that we help others in ways that they perceive as helpful. Being just describes the notion of fairness, access, and equity. This involves advocating for all students and standing up against oppression and unfair distribution of rewards. Lastly, being faithful means that we create bonds of trust with people. It requires accountability and treating others as we wish to be treated.

Four different contexts help to shape the five ethical principles discussed above: personal values, institutional values, professional values, and legal values (McWhertor & Guthrie, 1998). As a student affairs professional, it is important that I understand that these four contexts are constantly expressed in all areas of my life and are always changing as I grow and develop.

In addition to my personal values, I hold particular values about my work in higher education and student affairs. A quote by Cadet Maxim correlates well with many of my work values. *“Risk more than others think is safe. Care more than others think is wise. Dream more than others think is practical. Expect more than others think is possible.”*

I am someone who believes in **dreaming, following one’s passion and doing work one loves**. Stories of individuals overcoming adversity and following their dreams inspire me. I recently came across the story of Dallas Clayton, a person who had a dream of writing children’s books. He wrote, *“An Awesome Book”* for his son, a children’s book about the importance of having big, fantastic, wild, unbelievable dreams no matter what your age. Clayton’s big, fantastic dream was to write a children’s book, but no one he pitched the book to agreed to help him publish it. Initially, he published the book himself, put it online, and the book kept selling. People all over the world wrote him letters telling him how much he had inspired them. Then, he

started traveling the country reading his books to children and adults in schools, hospitals, bookstores, and libraries. Recently, Harper Collins called and told him they wanted to rerelease the book and help him take his message to millions of people. Clayton thinks that life is about dreaming, sharing ideas, inspiring people, and making the world a better place. As a student affairs professional, I believe that we have the opportunity to do just that in our everyday work with students.

Relationships are extremely important in student affairs work. Actually, it seems that much of the work I do centers around building meaningful relationships with students, colleagues, and faculty. Part of relationship building has to do with being trusted, holding oneself accountable, and following through on commitments. As an academic advisor, it is also important to be **student-centered** and keep the best interests of the students I serve top of mind. Establishing rapport with students I meet with each semester is vital because, in many cases, I am the person at the institution with which they will have the longest standing relationship. When I invest time in learning and understanding the diverse backgrounds and experiences of others, I become more **empathetic, open-minded, and inclusive of others** who are culturally different. While advising and helping, this awareness and knowledge prevents me from basing my interventions on incorrect assumptions or negative beliefs.

Pope and Reynolds define multicultural competence as a “necessary pre-requisite to effective, affirming, and ethical work in student affairs” (1997, p. 270). Having the knowledge and expertise to respond to multicultural issues is an important competency for all professionals (Pope, Reynolds, & Mueller, 2004). As a student affairs professional, it is unacceptable to consider multicultural matters someone else’s responsibility. While being an expert in

multicultural affairs is not a requirement, working with students, faculty, and staff from diverse backgrounds does entail having a certain level of multicultural awareness, knowledge, and skills. Gaining knowledge and skills in this area will be critical to building trusting relationships with the students I advise.

I have a strong desire to help students succeed and I feel strongly that student affairs professionals play a significant role in the **holistic development** (body, mind, spirit, and intellect) of students. *Learning Reconsidered: A Campus-Wide Focus on the Student Experience* (National Association of Student Personnel Administrators & American College Personnel Association, 2004) introduces student affairs professionals to new ways of understanding and supporting the whole student, where learning and development intertwine. This document defines learning as a comprehensive, holistic, transformative activity that integrates academic learning and student development and allows students to reflect on and evaluate what they are learning. Student learning and development should be shared goals of all faculty and staff at an institution. Research indicates that the in- and out-of-class experiences of students are interconnected and shape student development and change in ways that we do not yet fully understand (Pascarella & Terenzini, 2005).

As I advocate for students in their learning, growth and development it is important to strike the appropriate balance between **challenge and support** (Pope et al., 2004). Students find this challenge and support in student services such as new student orientation and first year programs, academic advising, career services, the Office of Multicultural Student Affairs, and Academic Support Services. These student services positively influence student retention and engagement. Academic advising keeps students stimulated, challenged, and progressing toward a meaningful goal. When I offer students too much support as an advisor, students may simply

stop trying or even take advantage of the situation by not engaging at the level at which they are capable. If I challenge students beyond their capabilities, I may overwhelm them. As an academic advisor, I constantly question my ability to properly challenge and support students. When trying to balance the amount of challenge and support in my work with students, I must strive to get students to the point where they feel challenged to do their best, but feel supported to make mistakes (Pope et al., 2004). In addition, I aspire to **set high expectations** for students in the advising relationship. When we expect more of students, they tend to rise to the high expectations (Chickering & Gamson, 1987).

Central to the idea of helping students is the ethical directive “**do no harm,**” which means that I must assist students in ways that do not allow the harm to continue or result in further harm (Pope et al., 2004). In other words, in my work with students, I want to ensure that I leave students in a better place than I found them. As general rule of thumb, I do not want students to walk away from our time together worse off and with more questions than answers. Rather, I want them to have a clearly outlined plan moving forward.

In my relationships with faculty and staff, I believe that **collaboration** and the **sharing of ideas** is the key. It is important to be open-minded to new ideas, ways of doing things, and change. The relationships I build with faculty and staff across the campus enhance how effective I am in my work with students. As an academic advisor, I serve as a primary resource for students, so I make it a point to get to know other colleagues and faculty so that I can refer students to these folks when the need arises.

I believe that both academic affairs and student affairs staff play a role in **teaching** students. Research indicates that both in and out-of-class experiences of students are interconnected and shape student development and change in ways that we do not yet fully

understand (Pascarella & Terenzini, 2005). We must focus on not only what we teach, but also how we teach it (Pope et al., 2004). The goal in educating students is to develop critical consciousness, which allows individuals to reflect critically about who they are, their assumptions, and the world around them (Pope et al., 2004).

In my opinion, students learn best in an environment where they are actively engaged in the learning process and have many opportunities to work with others and share and discuss ideas to improve and deepen their thinking (Chickering & Gamson, 1987). Students must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives.

One of the central roles of student affairs practitioners is to serve as educators in making higher education a more multiculturally sensitive and inclusive environment (Pope et al., 2004). I want to play a role in making the college campus a **safe, inclusive, and welcoming environment** for all students and build a reputation on campus as being an advisor, colleague, and friend who builds and maintains relationships across difference and advocates for students from underrepresented and marginalized groups. In addition, I want every student to feel a **sense of belonging and mattering**. A sense of belonging is the positive feeling one has when he or she feels as though they are part of something (Sargent & Schlossberg, 1988; Schlossberg, 1989). It also includes an understanding of what is expected. When students make the transition to college, they may initially feel like an outsider. Programs and services that help students immediately begin to feel a sense of belonging to the campus community can make a positive impact on whether or not students decide to persist.

Related to belonging is one's need to feel that one matters (Sargent & Schlossberg, 1988; Schlossberg, 1989). Mattering includes an individual's desire to be noticed and acknowledged

when in the presence of others and missed when gone, and knowing that others are personally interested in us and are depending on us. Mattering refers to one's belief, right or wrong, that he or she matters to someone else and that someone else appreciates him or her.

Even with our differences, we find connection through the need to matter and the need to belong. Creating environments that show all students that they matter will create greater student involvement (Astin, 1993). This involvement leads to students persisting to graduation. Students establish membership in the campus community by integrating academically and socially and student retention is significantly tied to student involvement (Tinto, 1993). As a student affairs practitioner, I play a vital role in helping students engage academically and socially on campus. In my position as an academic advisor, for example, I can influence how students perceive and come to understand the first-year experience course. The way that I explain the course and encourage students to enroll in the course if it is not a degree requirement can affect whether or not students decide to enroll in the course. I also encourage students to look for ways to connect socially on campus through clubs, organizations, etc.

I enjoy learning and aspire to be a **life-long learner**. I always want to stay current on student affairs trends so that I can remain relevant as a student affairs practitioner. To fulfill this goal, I plan to attend professional conferences locally, statewide, and nationally and continue my membership in student affairs professional organizations. I will also read trade journals to stay informed on current higher education issue and research and applying theory to practice. In addition, I want to serve as a mentor to other students and colleagues, and collaborate and share ideas on a regular basis.

Theory is the foundation upon which much of the work in student affairs practice and research is based (Pope, Reynolds, & Mueller, 2004). Theories help inform our practice and, in

student affairs, theories allow us to better understand how students learn and develop. In addition, theories help us to design and implement more effective programs and services and can help to direct our research. Theories in student affairs help us to understand the behavior of individual students and groups on a college or university campus. One of the biggest drawbacks that Pope et al. (2004) noted about using theory is that many student affairs practitioners feel strongly that theories have not adequately incorporated multicultural issues and concerns.

The theory that I am most familiar with is Nancy Schlossberg's transition theory. As an academic advisor, I have found her theory to be very relevant in working with non-traditional students who are often in the midst of many different transitions. Talking with students about the four S's of Schlossberg's transition theory- situation, self, support, and strategies- provides a great framework for supporting students as they are moving in, moving through, and moving out of different life events. When using theory, it is important to recognize the reality that there are no homogenous groups with only one voice or perspective.

As I consider the combination of professional values that are important to me, I appreciate how many of the values are interrelated. I have a strong desire to build relationships and help students succeed. It is my passion to challenge and support students holistic development in an effort to encourage them to become their personal best. I strive to create an environment that is both inclusive and welcoming, and helps students feel a sense of belonging and mattering. I want to encourage students to dream big dreams and to find meaningful work that they love. My work with students involves setting high expectations for them. In addition, as a life-long learner, I set high expectations for myself as a professional and focus on staying current on issues and applying theory to practice.

Whole Person and Whole Profession

It is with great enthusiasm that I think about securing my first full-time position in the field of student affairs. I consider my personal values and professional values a good fit for this particular helping profession. I feel a strong sense of purpose and calling. Each time I have changed jobs in the past, I have reflected on what I enjoyed best and what I found most challenging. I dedicated much time and research to determining what master's program I wanted to pursue and I feel confident in the decision I made to pursue a master's in College Student Personnel at Bowling Green State University.

As individuals, each of us is unique. As a result, we approach different people and different situations based on our own personal experiences, perspectives, backgrounds, cultures, etc. This heightened awareness and understanding of who I am will benefit me in my work with students because I can integrate it directly into my day-to-day work in advising students. For example, now I catch myself making assumptions and remind myself to listen to the needs of the particular student that I am meeting with rather than making recommendations based on other students I have worked with who may fall into similar social categories (i.e. race, ethnicity, class, etc.).

It is important for me to understand that my personal and professional beliefs, values, and behaviors are not *the only way*, but *just one way* of viewing and responding to life (Pieterse & Collins, 2007). This reinforces the idea that no one is "normal" because there is no such thing as "normal." People who do not share my take on things are not considered "crazy" and do not deserve questions such as, "What is wrong with them?" I have heard these comments used repeatedly by friends, family members, and colleagues, and admittedly, I am guilty of using them in the past, too. My awareness of my own biases, beliefs, values, thoughts, stereotypes, and

assumptions is sharpening, however, because of exploring my own privilege. In learning about myself and how I arrive at my own conclusions, I am better able to assist students in their journey of gaining multicultural competence (American College Personnel Association and National Association of Student Personnel Administrators, 2010). For example, I think about my strong Christian faith and I recognize that this is something that is personally important to me, but I know that not everyone shares my beliefs and I would never push my religious views on students or colleagues.

Over the course of my graduate program, my understanding of who I am has evolved. In addition, I have a better understanding of how who I am can affect my work with students. I am an emerging student affairs professional who wants to advocate on behalf of all students and help them grow and develop to their fullest potential both in the college setting and in the workforce. I specifically want to assist students from underrepresented and underprivileged groups in realizing and recognizing their potential for a bright future.

Another important thing that I have learned is that being a good person and getting along with different types of people is not the same as being multiculturally competent. As a student affairs professional, it is essential that I make a life-long commitment to developing in the area of multicultural competence. With an increasingly diverse student population on college campuses, it is important to grow as a professional in my intercultural maturity and assist students in growing in their intercultural maturity (King & Baxter Magolda, 2005). This requires more than just knowing a lot of information about different cultural groups or having a greater awareness. Rather, it involves a transformation at an individual level, where one is able to draw upon their understanding as the need arises.

It is also critical to realize that I am responsible for the consequences of what I say and do as a student affairs practitioner (Johnson, 2006). Having a deeper understanding of differences among individuals from different social groups will allow me to be more effective as a student affairs professional. I want to continue to look for ways to openly choose and model alternative paths. I realize that I cannot change people, but I can change my own actions and behaviors and refuse to sit in silence.

One area of concern for me is achieving the appropriate work-life balance in the student affairs profession. For many in the field it seems that long hours are the norm. Once I graduate and secure a full-time position, my husband and I want to pursue adoption. In our research regarding adoption, we are aware that this can be a long and time-consuming process. We have a strong desire to be parents and we know it will all be worth it in the end. In addition, it seems as though budgets are tight and many higher education institutions are trying to do more with less full-time staff and more part-time staff. Because of my interest in pursuing a full-time position, this creates some anxiety.

As someone who enjoys connecting with others and inspiring people to reach their potential, I eagerly anticipate making an impact on student of all ages and backgrounds. My enthusiasm and positive attitude are evident in everything I do and I think student affairs is an excellent match for my personal and professional value of connecting with and helping others. I believe what Mark Twain said about the things I did not do being more disappointing to me twenty years from now than the things I did do. I am so glad I “threw off the bowlines and sailed away from the safe harbor” of Columbus, Ohio to pursue my dream of earning a master’s degree in College Student Personnel. Throughout my career, I want to continue to “catch the trade

winds in my sails, explore, dream, and discover” and encourage students and colleagues to do so as well.

References

- American College Personnel Association and National Association of Student Personnel Administrators (2010). Professional competency areas for student affairs practitioners. Washington, DC: Authors. Retrieved from http://www2.myacpa.org/img/Professional_Competencies.pdf
- Astin, A. W. (1993). *What matters most in college? Four critical years revisited*. San Francisco: Jossey-Bass.
- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39 (7), 3-7.
- Johnson, A. G. (2006). *Privilege, power, and difference* (2nd ed.). Boston, MA: McGraw Hill.
- King, P. M., & Baxter Magolda, M. B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development*, 46, 571-592.
- Kitchener, K. (1985). Ethical principles and ethical decisions in student affairs. In H. Canon and R. Brown (Eds.), *Applied ethics in student services* (New Directions for Student Services No. 30, pp. 17-30). San Francisco: Jossey-Bass.
- Living your values, part 1*. (n.d.). Retrieved February 1, 2013, from <http://www.stevepavlina.com/articles/living-your-values-1.htm>
- McWhertor, T. E., & Guthrie, D. S. (1998). Toward an ethic for the profession. In M. J. Amey & L. M. Reesor (Eds.), *Beginning your journey: A guide for new professionals in student affairs* (pp. 21-36). Washington, DC: National Association for Student Personnel Administrators.

National Association of Student Personnel Administrators & American College Personnel

Association (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, D.C.: Authors. Retrieved from

<http://www.myacpa.org/pub/documents/learningreconsidered.pdf>

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Francisco: Jossey-Bass.

Pieterse, A. L. & Collins, N. M. (2007). A socialization-based values approach to embracing diversity and confronting resistance in intercultural dialogues. *College Student Affairs Journal*, 26(2), 144-151.

Pope, R. L., Reynolds, A. L. & Mueller, J. A. (2004). Multicultural competence in student affairs. San Francisco, CA: Jossey-Bass.

Sargent, A. G., & Schlossberg, N. K. (1988). Managing Adult Transitions. *Training & Development Journal*, 42(12), 58.

Schlossberg, N. K. (1989). Marginality and mattering: Key issues in building community. In D.C. Roberts (Ed.), *Designing campus activities to foster a sense of community*. New Directions for Student Services, 48 (pp. 5 – 15). San Francisco: Jossey-Bass.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.