

CAAHE NEWS

Consortium for the Advancement of Adult Higher Education

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From the Chair

Dr. Isaac Owolabi, CAAHE Chair, who is out of the country this month, regrets that he is unable to contribute to this issue of the CAAHE NEWS. The editors felt it most fitting to provide our readers with the text of a message read by Dr. Ron King during the CAAHE Conference titled "The Station." We have received numerous requests for a copy of this message and, therefore, felt it was worth sharing with the members who perhaps were not able to attend the conference. We hope that our readers enjoy this message, which we suggest you read slowly. After all, life is a journey to be savored.



The Station*

Tucked away in our subconscious is an idyllic vision. We see ourselves on a long trip that spans the continent. We are traveling by train. Out the window, we drink in the passing scene of cars on nearby highways, of children waving at a crossing, of cattle grazing on a distant hillside, of smoke pouring from a power plant, of row upon row of corn and wheat, of flatland and valleys, of mountains and rolling hillsides, of city skylines and village halls.

But uppermost in our minds is the final destination. On a certain day at a certain hour, we will pull into the station. Bands will be playing and flags waving. Once we get there, so many wonderful dreams will come true and the pieces of our lives will fit together like a completed jigsaw puzzle. How restlessly we pace the aisles, damning the minutes for loitering-waiting, waiting, waiting for the station.

"When we reach the station, that will be it!" we cry. "When I'm 18." "When I buy a new 450SL Mercedes Benz!" "When I put the last kid through college." "When I have paid off the mortgage!" "When I get a promotion." "When I reach the age of retirement, I shall live happily ever after!"

Sooner or later, we must realize there is no station, no one place to arrive at once and for all. The true joy of life is the trip. The station is only a dream. It constantly outdistances us.

"Relish the moment!" is a good motto, especially when coupled with Psalm 118:24: "This is the day which the Lord hath made; we will rejoice and be glad in it." It isn't the burdens of today that drive men mad. It is the regrets over yesterday and the fear of tomorrow. Regret and fear are twin thieves who rob us of today.

So stop pacing the aisles and counting the miles. Instead, climb more mountains, eat more ice cream, go barefoot more often, swim more rivers, watch more sunsets, laugh more, cry less. Life must be lived as we go along. The station will come soon enough.

Robert J. Hastings

*This piece appeared in a column by Ann Landers on November 19, 1999, in the Spokesman-Review newspaper, page D2.

Updated Study Group Requirements

During the recent CAAHE Conference, IPD provided information on regulatory issues that may impact the administration of the IPD model programs at partner institutions. Although Title IV regulations do not address study groups specifically, the persuasive guidance issued to the University of Phoenix by the Department of Education (ED) provides a sound basis for a review and potential adjustment of institutional practices concerning study groups.

The guidance provided by ED indicates that a study group component can be counted as instructional time for Title IV academic year requirements **if the institution implements enhanced controls and monitoring of the study group**. The additional controls should include the following:

- faculty pre-approval and tracking of study group meeting locations,
- the documentation of a scheduled time and the actual number of meeting hours of the study group, and
- mandatory study group attendance for all degree programs and any certificate programs that are eligible for Title IV funding.

ED also states that the hours required on a weekly basis of all students in each program **must be defined in internal policies related to academic year definitions**. In addition, all published consumer information will reflect such policies. These policies would need to be applied consistently to facilitate student tracking and ease administrative burden, and would need to remain in place until the Department of Education, via the negotiated rulemaking process, modifies the regulations governing the 12-hour rule.

IPD strongly recommends that each partner institution review the policies and implement a plan that satisfies these new compliance requirements found in [Attachment A](#), [Attachment B](#), and [Attachment C](#). We believe that compliance with these requirements is critical to IPD and its partner institutions.

CAAHE Celebrates Ten Years of Success

A little over 150 participants braved the heat and sunshine, despite travel delays due to Midwest storms, to gather in Scottsdale, Arizona, June 14–16, 2000, for the tenth Annual CAAHE Conference. The conference was kicked off by a festive dinner hosted by the Institute for Professional Development, complete with Mexican food and Mariachis. On Thursday morning, each CAAHE commission held its annual business meeting and ran workshops pertinent to its area (student services, faculty services, and curriculum services). The CAAHE Institutional Representatives also held their business meeting, at which the 2000–2001 budget was adopted and officers were elected.

CAAHE Celebrates Ten Years of Success, continued

Conference highlights included an informative keynote session presented by Dr. Deborah Osborne of Optimal Engineering Solutions titled “A Quality Improvement Strategy for Institutional Effectiveness”; a lively, engaging keynote session presented by Dr. Kathie Nunley of Brains.Org titled “Brain-Based Learning and Adult Learning Theory”; an IPD update presented by Mr. Jerry Noble of IPD; and several legal issues workshops presented by Dr. Norma Goonen of Nova Southeastern University. Workshop presentations by staff of the University of Phoenix related to assessing and improving students’ math skills, managing course modules electronically, continuous assessment processes, and a paperless file system. Panel presentations were well attended as participants learned about improving faculty performance through orientation, training, and development; full-time faculty in adult programs—faculty and administrative perspectives; corporate and community college articulation; improving institutional effectiveness through fiscal planning; and demonstrating institutional effectiveness in accreditation processes. Other workshops were presented on technology uses, including managing a faculty Web site and software approaches to learning. A session on the importance of study teams and the need to monitor attendance was also presented and well attended.

The CAAHE members expressed sincere appreciation to the conference host, the Institute for Professional Development. IPD did an outstanding job of planning and organizing the tenth annual celebration, from the opening dinner to the raffle items to the gift items (great canvas bags!) to the pictorial slide show. Special thanks to Dr. Ron King, IPD Corporate Vice President of Educational and Institutional Relations, for serving as the conference emcee—he kept the group on schedule and smiling!



CAAHE Commission Officers for 2000–2001

Executive Board Members

Chair	Isaac Owolabi, Montreat College
Vice Chair	David Wright, Indiana Wesleyan University
Past Chair	Rick Maclin, Fontbonne College
Secretary/Treasurer	Sue Salter, IPD

Student Services Commission

Chair	Catherine Strate, Albertus Magnus College
Vice Chair	Nancy Atkins, Averett College
Past Chair	Carol Dillon, Fontbonne College
Secretary/Treasurer	Victoria Serrano, Cardinal Stritch University

Faculty Commission

Chair	Scott Palmer, Ohio Dominican College
Vice Chair	Bernie Yevin, Fontbonne College
Past Chair	Jim Martin, Baker University
Secretary	Open

Curriculum Commission

Chair	Karen Bilda, Cardinal Stritch University
Vice Chair	Leonard Yarbrough, Aquinas College
Past Chair	Linda Hauber, Baker University
Acting Secretary	Gwen Rivkin, Cardinal Stritch University

Paul E. Hoffner Outstanding Service Awards Recognized

The 2000 Paul E. Hoffner Outstanding Service Award Recipients were recognized recently at the tenth Annual CAAHE Conference Awards Banquet. The initiator of CAAHE's formation, Dr. Paul E. Hoffner was a teacher, administrator, respected colleague, leader, and mentor. He possessed unmatched communication, negotiation, and management skills and a thorough understanding of academic and regulatory issues. Dr. Hoffner utilized these skills by assisting CAAHE institutions to expand their vision to serve working adult students in an effective, efficient manner. His efforts left a legacy of opportunity both for the CAAHE institutions he worked with and the adult students they serve.

The 2000 Staff Recipient, Ms. Joyce Moulis, is Administrative Assistant to the Dean at Baker University's School of Professional and Graduate Studies in Overland Park, Kansas. Colleagues and faculty characterize Ms. Moulis as knowledgeable, professional, highly skilled, dedicated, and gracious, as well as willing to help everyone. A professional colleague who wrote of her ability to go beyond her primary job duties, best describes Ms. Moulis' dedication in the following comment: "She balances the work in support...with the needs of the remainder of the staff and manages to make each of us feel like we have our own administrative assistant."



Ms. Moulis impressed Mrs. Paul Hoffner, who reviewed the nominations and selected Ms. Moulis as the 2000 Staff Recipient, by going above and beyond her role as administrative assistant. The letters of recommendation submitted clearly indicated that Ms. Moulis is an individual who not only contributes a great deal to the adult program, but is also caring, giving, and gracious while doing so.

The 2000 Faculty Recipient, Mr. Hicks Anderson, is a Senior Faculty Member of Montreat College's School of Professional and Adult Studies (SPAS), Asheville Campus, North Carolina. Mr. Anderson served 20 years as a faculty member on Montreat College's main campus, was chair of the Business Division, interim Business Manager, and Advancement Associate as well as teacher in the SPAS program.



Mr. Anderson was portrayed by colleagues and students as patient, humble, inspirational, very knowledgeable, and caring. As one student explains, "Hicks is a great instructor. He loves his profession and loves sharing his knowledge...Hicks Anderson is so knowledgeable and his classroom mannerisms are so excellent that he made learning fun and exciting."

In reviewing Mr. Anderson's nomination, Mrs. Hoffner was struck by his ability to successfully transition his years of experience teaching the traditional student into working with the adult learner in the accelerated program. It was evident to Mrs. Hoffner that, like Paul Hoffner, Mr. Anderson's first love is teaching.

CAAHE provided each recipient with a crystal award, a small cash award, and contributed \$500 toward his or her travel expenses to attend the conference. Congratulations to both Hicks and Joyce!

First IPD Annual Achievement Award

The Institute for Professional Development (IPD) awarded one outstanding employee with the first IPD Annual Achievement Award (AAA) during the Annual CAAHE Conference Reception and Banquet on June 15, 2000, in Scottsdale, Arizona. This award was given in recognition of the IPD employee who best exemplified outstanding achievement; the employee who:

- Demonstrated exceptional service to IPD and IPD Partner Institutions, strengthening the partnership.
- Contributed to the growth and success of both organizations.
- Practiced superior relationship building with all customers, including all staff, administration, faculty, students, corporations, vendors, management, etc...
- Expressed dedication to continual improvement and growth in all responsibilities assigned.
- Proved successful in problem solving when faced with any challenge.
- Displayed model ethical behavior and uncompromising integrity.

Ms. Marlene Lauwasser was honored as the 2000 Recipient of the IPD Annual Achievement Award. Ms. Lauwasser serves as Contract Manager for Cardinal Stritch University in Wisconsin and Minnesota and has been with IPD for nearly 20 years, working with Cardinal Stritch in the development of its adult education program since 1982. IPD received letter after letter from many directors and administrators at Cardinal Stritch University and The College of Business and Management in support of Ms. Lauwasser, who was named "Mother of Stritch Business School" by The Business Journal in 1998. Some of the comments received were:

"Marlene is a thorough professional. She is warm, welcoming, upbeat, and dedicated to her job with IPD, and to Stritch's well-being...Marlene knows how to generate enthusiasm and how to engage individuals in creating new avenues for growth. She is the strong link in the partnership and richly deserves to be recognized for her longstanding contributions to the growth and success of both partners...She is a very special person and has had an immeasurable impact not only on our organization, but on the lives of thousands of people."

Mr. Jerry Noble, President of IPD, describes Ms. Lauwasser as an individual who "embodies the high standards and criteria that this award encompasses: Marlene sets a wonderful example with her exceptional service and dedication to adult higher education."



In Memory

Mr. Phil Woolf, a former CAAHE member, passed away at his residence in Portland, Oregon, on June 3rd, 2000. Mr. Woolf was the Dean for the School of Professional Programs (SPP) at Shorter College in Marietta, Georgia. During his leadership, while serving as dean from May 1993 to December 1996, enrollment at Shorter College SPP grew 477 percent. After fighting bile duct cancer since February 2000, Mr. Woolf was laid to rest in Elmira, New York, about 50 yards from Mark Twain. He is survived by his wife, Peggy, and daughter, Margy. Memorial donations may be sent to Westminster Presbyterian Church, 1624 NE Hancock St., Portland, Oregon 97212.

Gwynedd-Mercy College Gets SOC'd

Gwynedd-Mercy College was admitted to Servicemembers Opportunity Colleges (SOC) and the Army's Concurrent Admission Program (CONAP). Nationally, over 1,400 colleges and universities belong to these organizations. This membership enables schools to more effectively work with the military.

Cornerstone University Expands into Kalamazoo

Cornerstone University (CU) is excited to announce new campus space in Kalamazoo, Michigan. CU's Kalamazoo campus will be ready June 22, 2000. Located at the new campus will be two classrooms, a break room area, and administrative space. Three cohorts are currently attending, and two new groups are scheduled to be in the new space starting in July.

Cornerstone University will also start classes in downtown Detroit in July. CU will be using General Motor's University classrooms located in the Renaissance Center, GM's new world headquarters. Currently, Metro Detroiters are attending classes in Troy and Warren, Michigan. This third location will give those prospective CU students working downtown the opportunity to attend classes in GM's world class headquarters. It will also provide the opportunity for prospective students from Windsor, Canada to cross the river and experience Cornerstone's accelerated degree programs.



Thomas More College Expands

The Thomas More College (TMC) TAP program continues to grow with a new off-site location in Blue Ash, Ohio. The second BBA cohort will start in September. TMC looks forward to much success, as these new students are welcomed to the Thomas More family.

Shorter College Hosted Military Lunch

Shorter College hosted the first Military Education Luncheon in the Atlanta, Georgia Metropolitan area on July 26. The intent was to bring together military educators from the Army (active, Reserve, and National Guard), military recruiting, Air Force Reserve, Navy Reserve, and other community members who interact with the military. This gave everyone the opportunity to share information about their various organizations, and for Shorter to discuss their adult programs.

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He's Staying!

Dr. Rick Maclin will continue as Associate Dean for OPTIONS at Fontbonne College. He decided to remain at Fontbonne, instead of moving to Eastern Mennonite University as Provost, when he found that he had a potentially serious eye problem. Dr. Maclin will be able to continue on the CAAHE Board as Past Chair.

Military Enrollments Big in NC Region

The adult programs of CAAHE are experiencing strong military personnel interest. The North Central IPD Region has the largest military enrollment across the Consortium; this includes Cardinal Stritch University, Cornerstone University, and William Penn University. The CAAHE institution with the single largest military enrollment (including family members) is Averett College in Virginia, with over 250 enrollments. There are over 1,100 military enrollments across CAAHE (not including UOP); our CAAHE members have discovered the value of marketing to, and serving the needs of, the military community. Congratulations to all!



Academic Services

Excessive Withdrawals: What Can an Institution Do?

Student attrition is a major concern of CAAHE members. How can an institution lower the instances of student withdrawal from programs? Ms. Deanna Boe, Director of Student Services at IPD, shares a few ideas that have been known to work, and some general areas for institutions to analyze further.

Ms. Boe suggests that prior to starting a course, or even during the first course, students should undergo Student Advisement/Degree Completion Planning. This need can be met either one-on-one, or through a group seminar. The design of the first course, and who teaches it, is very important. It should consist of an orientation to the college or program, and should be taught by a member of the college's staff. In addition, it should include key components such as degree completion planning, study habits, study group/team dynamics, and so forth. Typically, most students withdraw during the first three courses in a program, so the selection of these courses, design, instruction, and so forth, are important. For example, having Math and English back-to-back is usually not a good idea.

Immediate faculty contact with a student who misses a class can also help retain students. Faculty who reach out and take the time to call an absent student demonstrate care and concern for the student's learning. If the student is experiencing serious difficulties and is liable to withdraw entirely, the faculty have a responsibility to relay this to the adult program. This gives the advisor an opportunity to counsel the student, hopefully advising them to stay in the program, or perhaps to withdraw from just one class, and return to the program. The institution may want to analyze withdrawals to see whether most occur during certain courses, then look at the courses to see whether they need to be redesigned or resequenced.

Excessive Withdrawals: What Can an Institution Do? continued

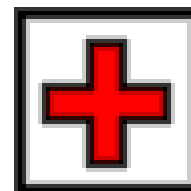
Another area for consideration is the student services staff-to-student ratio. When enrollments start to increase and the immediate staff is not able to provide adequate service, withdrawals may increase. Perhaps that is the time to add student services staff to, for example, provide counseling to the students who are considering withdrawal.

Finally, the institution may want to look at the difficulty and overall quality of the program's curriculum and instruction. This may be an area that can be revised to the benefit of both the students and faculty.

These are a few ways in which an institution can prepare for and prevent excessive student withdrawals. By simply planning ahead, counseling, reporting absences early, or increasing staff, an institution may retain a student that otherwise may have abandoned their higher education.

Olivet Nazarene University Offers Master of Science in Nursing

IPD and Olivet Nazarene University have agreed to offer a Master of Science in Nursing degree as proposed by the Olivet Nursing faculty. The first class is expected to start in September in the Kankakee, Illinois area, with plans to expand to the Chicago area early in 2001. Dr. Connie Milton is the full time coordinator of this program.



Fontbonne Launches Gateway Program

The courses and program have been approved, and Fontbonne OPTIONS representatives are now recruiting for GWY 01, with the first Gateway group scheduled to start September 12. The program is for people who have few, or zero college credits. It consists of 14 five-week, three-credit-hour liberal arts courses, which will take the student approximately 18 months to complete.

At the completion of the Gateway program, students can then enter the OPTIONS BBA program. After completing both programs, the student will have completed all major and general education requirements.

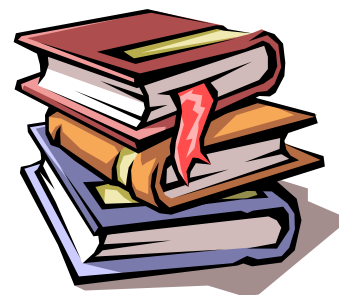
Fontbonne wishes to thank all its CAAHE colleagues for helping with advice, counsel, and sample modules, particularly Susan Mikula (Benedictine University), Don Clardy (Baker University), and the IPD staff, who spent a day in meetings at Fontbonne.

Spreading the Word

Mr. Bernie Yevin, Fontbonne OPTIONS Director of Faculty, presented a workshop on managing adjunct faculty at the National Conference on the Adult Learner in Atlanta, May 28th through May 31st.

IWU Begins Publishing

Indiana Wesleyan University (IWU) has begun a publishing venture with Triangle Publishing to manage and distribute the intellectual property created by and for the University. In particular, IWU hopes to provide textbooks created specifically for the nontraditional adult higher education format of the Division of Adult and Professional Studies. The primary function of Triangle Publishing will be to create and manage the University's repository of such intellectual property as textbooks, graphics, curricula, videos, and music. The list of initial projects undertaken by Triangle Publishing includes textbooks for HSTS 180—World Civilization, MUS 180—Humanities Fine Arts, PHE 140—Concepts of Wellness, and BIL 102—New Testament Survey.



IPD Academic Leadership Retreat 2001

The upcoming 2001 IPD Academic Leadership Retreat will be held at the Royal Palms Hotel, 5200 E. Camelback Road, Phoenix, Arizona, on April 18th and 19th for the Annual Presidents Meeting and April 19th through the 21st for the Annual Academic Vice Presidents Meeting.

Research

Data, Data, Data

The market research capabilities at IPD have expanded with the addition of advanced demographic reporting and mapping software. In addition, detailed enrollment reporting is now available with the implementation of the enrollment database. This new database allows for generating enrollment trend analyses and drop rate reports, as well as additional statistical analysis as needed.

Additionally, each CAAHE institution should now be administering the student demographic survey for all new IPD related enrollments in their adult programs. This information will allow for even greater, and more flexible, reporting capabilities, such as presentation and analysis of enrollment and drop rate figures by age, income, and gender, as well as other categories as outlined in the student demographic survey. Continuing efforts are underway towards establishing more sophisticated and efficient methods of data analysis, and to providing more accurate and detailed reports in an effort to better inform the decision-making process at all levels.

Grant Monies Available

As a reminder, faculty at IPD partner institutions can apply to the IPD Research Department for grant monies to fund extracurricular research. Deadlines for submissions are June 1st and December 1st, unless other arrangements have been made.

For an application package or more information on grant funding, please contact Dr. Michael Nanna at (480) 557-1157 or by email at michael.nanna@apollogrp.edu.



Accreditation Update

How Much is Too Much in the Federal Regulation of Colleges?



As the country is preparing for another round of political conventions prior to the fall elections, one member of Washington DC's DuPont Circle group is expressing concern over the federal government's increasing interest in regulating higher education. In a thoughtful piece published as the Point of View article in the May 26th edition of the Chronicle of Higher Education, Mr. Terry W. Hartle, Senior Vice President for Government and Public Affairs at the American Council on Education, speaks out on "Federal Regulation of Colleges: Too Much, Too Broad, Too Expensive."

Mr. Hartle states, "New federal rules are redefining the relationship between higher education and government in a way that increasingly limits the ability of colleges to respond to crucial opportunities."

Citing examples of new regulations from not only the Department of Education but the Federal Emergency Management Agency, the Immigration and Naturalization Service, and the Occupational Safety and Health Administration, Mr. Hartle makes his case for the ever-growing regulatory burden potentially facing higher education institutions today.

"At precisely the time when the technological revolution is expanding the potential for learning and research, federal rules and regulations are setting ever more stringent and inflexible limitations on what colleges can do. Bureaucratic imperatives are constraining the ability of colleges to move in new directions, to experiment with new strategies and to serve new populations in new locations. No single regulation has a major impact, but the combined effect of so many rules on so many different issues adds up to something quite substantial."

Mr. Hartle goes on to say "Like high blood pressure, regulations are a silent killer; serious external signs of a problem rarely exist. And, just like the victims of high blood pressure, the victims of regulation often ignore the problem instead of confronting it. In general, college presidents and trustees are much more likely to worry about a legislative or budgetary challenge than a regulatory intrusion."

The somewhat insidious manner in which regulations are developed only serves to exacerbate the problem. Mr. Hartle explains that "Legislative battles are fought out in a public arena on Capital Hill, and often receive substantial media attention....Regulations, by contrast, are published quietly in the Federal Register, and usually are written in the bureaucratic equivalent of Sanskrit. Institutions have a limited time to respond—perhaps as little as 30 days. Although there are exceptions, regulations often don't even cross the radar screen of campus administrators until after the new policies have been approved."

How Much is Too Much in the Federal Regulation of Colleges? continued

Mr. Hartle poses this challenge to the higher education community: “Monitoring regulations is not much fun...but we must increase our capacity to monitor the development of regulations, and to respond to them when necessary....those of us in Washington must do a far better job of alerting institutions about any proposed regulations and what’s at stake. We need to help our institutional leaders cut through the thicket of proposed regulations and identify the most crucial issues for their campuses...And colleges’ officials...must respond when the need arises. In a number of efforts to head off regulatory problems, institutional support has determined the outcome.”

Furthermore, Mr. Hartle suggests that college trustees also need to take a more active part in monitoring and responding to regulatory change in education, much as they would in their respective businesses.

In an election year, the potential for additional regulation is especially great, as the current administration works to finalize its agenda, and a new administration will quickly work to make its mark with new proposals. Mr. Hartle predicts “...if there appears to be an iron law of government at the start of the 21st century, it is that regulations grow continually. The only way to minimize the potential danger to higher education is to enhance our capacity to monitor the regulatory process, and to strengthen our ability to respond.”

Organizations such as ACE, the Council for Higher Education Accreditation, and other national organizations with DuPont Circle addresses continue their efforts to monitor regulatory changes. It is also important that CAAHE members work together to keep informed of, and respond to, regulatory issues that have the potential to affect our programs. It might not be much fun, but it is important.

Dr. Mark A. Smith Selected as NCA Consultant-Evaluator

Dr. Mark Smith helped to prepare for visits by five accreditation teams during his first five years as an administrator at Indiana Wesleyan University (IWU). Earlier this year, he decided it would be interesting to get a new perspective on the accreditation process.

Dr. Smith, the associate dean for IWU’s Adult and Professional Studies (APS) program, applied to be, and was accepted as, a consultant-evaluator for the North Central Association of Colleges and Schools. This fall, he will be part of accrediting teams sent to evaluate one university in Iowa and another in Colorado.



Student Services

North Central Publishes New Policy on Institutional Records of Student Complaints

The North Central Association Commission on Institutions of Higher Education has established a new policy regarding institutional records of student complaints. The policy, published in the March 2000 Addendum to the Handbook of Accreditation, states:

“To comply with federal regulations, the Commission expects an affiliated institution to make available to a comprehensive evaluation team an account of the student complaints it has received.” (Policy IV.B.4)

This federally mandated requirement focuses primarily on complaints from students. The Department of Education is asking evaluation teams to “be aware of major complaints or categories of student concerns.” Therefore, the institution should be prepared to present an accounting of student complaints and their disposition for the evaluation team during the reaffirmation visit.

Specifically, the Commission is looking for an account of the complaints filed “formally in writing, signed by a student, and addressed to and submitted to an institutional officer with the responsibility to handle the complaint.”

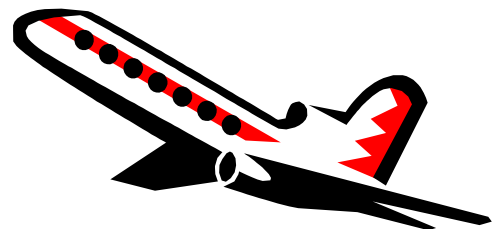
Furthermore, institutions should be prepared to include information for at least the last two years of operation preceding a comprehensive evaluation visit. The types of complaints should include both nonacademic and academic complaints made by current or recent students.

The Commission is asking the evaluation teams to review student complaints in two ways. First, teams “should consider whether institutions generally deal with complaints in a timely manner, according to their policy or procedure or practice...that demonstrates fairness to students.” Second, teams are to “look for any pattern to the complaints that suggest problems with institutional quality or with factors related to the Criteria for Accreditation.” The team will not be reviewing decisions made regarding specific complaints.

As this new policy is a federal regulation, we should expect to see similar policy statements to be developed by the other regional accreditors in the near future.

Baker SPGS Wichita Campus Responds to Community Needs

The Wichita economy is substantially involved in the aircraft industry that is reflected in the fact that Cessna, Boeing, Learjet, and Beechcraft employ more than 40 percent of the SPGS students. While the aircraft industry is among the last to experience the impact of automation and information technologies, student and employer surveys continue to indicate a strong desire for information technology elective courses. Baker SPGS Wichita Campus has responded to the regional needs of the community through several new partnership initiatives.



Baker SPGS Wichita Campus Responds to Community Needs, continued

Offering a wider range of information technology and software application courses usually requires computer lab facilities, but on-site computer lab construction or partnering with a commercial computer training company was not feasible. The solution was closer than anyone realized. Butler County Community College (BCCC), located just minutes from the Wichita campus, was willing to enter into partnership with Baker. While both share responsibility for curriculum development and course scheduling, Baker recruits its degree-seeking students into the IT courses. BCCC assumes responsibility for facilities, instructors, transcription of credits, and integrating their students into the classes. This agreement may serve as a prototype for other mutually beneficial collaborations. Another elective course to serve the special needs of SPGS students in the aircraft industry, *Introduction to General Aviation*, recently received approval and will be taught by the Cessna Pilot Center. As far as we know, this is also a one-of-a-kind partnership. Partnerships with local community colleges and commercial training companies can provide solutions to the special challenges of offering elective courses, within the constraints of facilities and resources, while meeting community needs.

CAAHE Student Services Commission Staffing Survey

The CAAHE Student Services Commission's staffing survey was sent to Directors of Student Services at IPD's partner institutions in January 2000 to collect information on staffing patterns, student services job responsibilities, and staff-to-student ratios. The results of the survey were analyzed and presented at the June CAAHE Conference in Scottsdale, Arizona by Ms. Carol Dillon, Associate Dean, Fontbonne College, and Past Chair of the Student Services Commission, Ms. Deanna Boe, Director of Student Services for IPD, and Ms. Victoria Serrano, Director of Student Services for Cardinal Stritch University.



Special thanks to Ms. Shandra Grider, Research Specialist for IPD, for her work in compiling and analyzing the results of the survey.

- **Summary of Findings**
Some of the major findings of the study are summarized below. The complete report, with additional analysis and discussion, will be disseminated to all CAAHE institutions' Directors of Student Services in September.
- **Institutional Profile**
Fifteen out of 21 IPD affiliates responded to the survey, for a response rate of 71.4%. The respondents' length of relationship with IPD spanned 9 months to 18 years, with a median length of 51 months. Adult student enrollments ranged from 14 students at the newest institution to a high of 4,393 at one of the mature institutions. Traditional student enrollments ranged from 350 to 2800. At 5 of the responding institutions, the adult student enrollments had surpassed the traditional student enrollments.
- **Number of Degree Programs Offered**
The number of degree programs offered by the responding institutions' adult program ranged from 1 to 14; the average was 3.87. Within the adult program, the median number of degree programs to student services staff ratio was 1:1, and the range was from 1:1/2 to 1:3.

CAAHE Student Services Commission Staffing Survey, continued

- **Staffing**

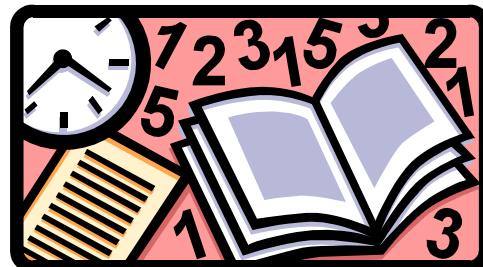
Within the adult programs, the average number of student services employees was 5, and ranged from 1 to 19. The median staff-to-student ratio was 1:141 and ranged from 1 staff person to 14 students at the newest institution, to a maximum of 1 staff person to 428 students at one of the mature institutions.

- **Staff Turnover**

Student services staff turnover at responding institutions ranged from 0 to 19 staff members within the last 5 years.

- **Student Services Work Patterns**

46.7% (7) of the respondents reported working an average of 41–50 hours per week; 46.7% (7) reported working 51–60 hours per week, and 6.6% (1) reported working 61–70 hours per week. 92.9% of the respondents reported taking work home; only one does not. How often work is taken home, by those who do, ranged from 'daily' to 'rarely.' 85.7% of the respondents conduct orientations as part of their job responsibilities. 57.1% teach courses in the adult program; all who teach receive faculty pay for teaching activities.



- **Student Services Functions and Responsibilities**

Respondents reported that the Office of Student Services is the umbrella for a wide range of functions. Eight or more (the majority) of the respondents report that the following functions are handled by student services: student admission, transcript evaluation, transcript data entry, academic advisement/degree completion, orientation meetings, student tracking, attendance tracking, tracking academic progress, mid-degree audits, makeup and repeat courses, cohort changes, student withdrawals and program reentry, updating student files, student registration for supplemental courses, class representatives, grade appeals, grade reports, grade changes, student IDs, student newsletters, and graduation applications.

Seven or fewer respondents reported a variety of additional functions. (Some respondents listed multiple departments for specific functions, with each department handling a different aspect of the function.)

- **Graduation Rates**

Seven respondents answered the question about graduation rates per degree program. Program graduation rates at these institutions range from a low of 44% for an Associate's degree program to a high of 98% for a Bachelor's degree program.

- **Rating Student Services**

Respondents' average rating of how well the Office of Student Services is meeting student needs was 7.86, and ranged from 6 to 10 on a scale of 10, with 10 being excellent. Eight respondents identified the following services as not currently provided, but needed: tutoring services, a computer lab, improved regional support for students, and career counseling services.

Welcome

Belhaven College

Mr. Gary Harris has accepted the position as Contract Manager for Belhaven College. Mr. Harris comes to IPD with 20 years of experience in the manufacturing industry and has been in management for several years. Mr. Harris graduated from Indiana Wesleyan University with his Master in Management in 1992 (from the IPD Model) and his Bachelor in Accounting and Business in 1989. Please take the time to welcome Mr. Harris to IPD and wish him much success in his new role as Contract Manager.

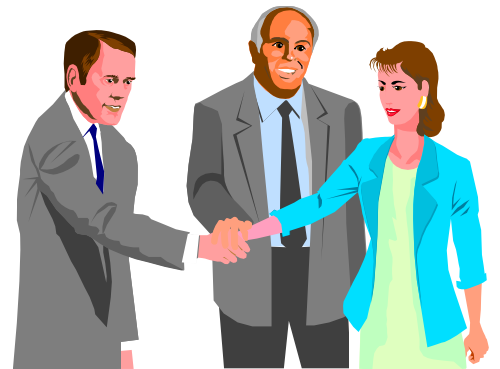
Southern Wesleyan University

Southern Wesleyan University has appointed **Dr. Thomas E. Griffin** as Vice President for Adult and Graduate Studies effective July 1, 2000. Dr. Griffin has served as a member of the university business faculty for the past two years and has served as an adjunct faculty member in adult and graduate studies programs since 1988. He replaced Dr. James Rohe, who served in this capacity for five years and will assume a new position at Judson College in Illinois.

Dr. Griffin completed his Doctor of Business Administration from Nova University, a Master of Business Administration from Clemson University, and a Bachelor of Science in Business Administration from Limestone College. Prior to his teaching career, he served as Vice President of Quality Systems and Vice President of Operations for Asten, Inc., in Clinton, South Carolina. He has also served as Production Supervisor for American Enka, Inc., in Central, South Carolina. Dr. Griffin served with the U. S. Army Military Police assigned to Turkey with the Army Security Agency.

Fontbonne College

Fontbonne College's OPTIONS welcomes **Sr. Fran Maher, CSJ**, as Re-entry Coordinator and Assistant to the Director of Student Services, and **Ms. Mary Stewart** as Secretary. Also, please congratulate **Ms. Ruth Goolsby** in her promotion from Secretary, to Financial Aid Coordinator.



Olivet Nazarene University

Olivet Nazarene University welcomes **Ms. Carol Maxson** as the new Associate Dean for Graduate and Adult Studies. Ms. Maxson held the position of Director of Admissions and Student Services for ten years prior to her promotion to Associate Dean, and in June of this year received her Ed.D. from Nova Southeastern University. Congratulations Carol!

Enrollment Update

Ending June 2000

Albertus Magnus College		Cornerstone University		Montreat College	
ASBM	551	ASB	166	ASB	241
BSBM	442	ASC	83	BBA	323
MSM	205	BSBA	48	MBA	81
Total	1,198	BSM	157	Total	645
		BSML	42		
		Total	496		
Averett College		Eastern Nazarene College		Ohio Dominican College	
ASB	322	AAGB	194	ASB	201
BBA	463	BAM	103	BABA	168
MBA	456	BSBA	236	Bridge	23
Total	1,241	MSM	54	Total	392
		Total	587		
Baker University		Fontbonne College		Olivet Nazarene University	
AAB	393	BBA	324	BBA	14
BBA	256	MBA	214	BSM	62
BSM	189	MM	55	BSN	70
MBA	447	Total	593	MBA	156
MSM	158			Total	302
Total	1,443				
Belhaven College		Gwynedd-Mercy College		Shorter College	
BBA	354	ASB	30	AA/AB/AC	164
Bridge	131	BSBA	37	BSBA	239
MBA	83	Total	67	BSM	174
Total	568			Certificates	40
				Gen. Ed.	131
Benedictine University		Indiana Wesleyan University		Southern Wesleyan University	
AABA	114	ASB	1,326	Step I	408
Total	114	BSA	55	Step II	215
		BSBA	412	BSBA	367
Cardinal Stritch University		Marine Corps		Thomas More College	
ASB	759	BSBIS	29	BBA	137
BSA	27	MAOM	1	GTWY	50
BSBA	350	MBA	8	MBA	139
BSM	405	MGM	15	Total	318
BSMIT	227	MTM	6		
Certificates	114	MIS	7		
MBA	491	Total	66		
MBA-H	32			Wesley College	
MSM	149			ASB	115
Total	2,554			BBA	108
				Total	223
Centenary College		Medaille College		William Penn University	
AALA	73	ASB	69	BAB	373
BSBA	102	BBA	159	GWY	294
Total	175	MBA	27	Total	667
		Total	255		
				Total:	17,297

Article Submissions

The CAAHE Newsletter has been redesigned, and distribution has been increased to include everyone on the CAAHE Global Distribution List via email. Thank you to everyone who contributed articles and information for this issue. We encourage anyone who wishes to submit articles, to be included in the October issue, to do so by September 15, 2000. Please email your written articles, in Microsoft Word, to Marie Claudio-McKenzie at marie.claudio-mckenzie@apollogrp.edu.

Send comments and questions for the CAAHE Newsletter to Sue Salter at sue.salter@apollogrp.edu.

Visit the CAAHE Web site at <http://www.caahe.org> for a calendar of CAAHE activities, an archive of past CAAHE publications, an online CAAHE Member Institution directory, and CAAHE Services such as the CAAHE Online Booklist and the CAAHE Global Distribution Lists.

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