



# Student Services

# NEWS

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## Letter from the Chair of the Student Services Commission

Greetings. I hope all of you had an opportunity to take a break from your hectic office environment and enjoy some vacation time. For those of you who were able to attend the CAAHE Conference in St. Louis this past June, it was great seeing you. For those of you who were not able to attend, here are some highlights of the Student Services Commission meeting:

- Moving forward with task force projects
  - Student Services staffing
  - Utilization of computer systems
  - Dual task force with financial aid in attendance
- Elected officers for 1999–2000
  - Carol Dillon (Fontbonne College), Chair (and past chair)
  - Catherine Strate (Albertus Magnus College), Vice Chair
  - Vicki Serrano (Cardinal Stritch University), Secretary

- Tentative date for spring Student Services Commission Conference
  - April 6 and 7, 2000, at Baker University
- Student Services Conference Planning Committee formed

Our Student Services Commission meeting on Thursday morning resulted in some great brainstorming. We also all pitched in and edited the student services staffing survey. We hope to get a final version of the survey mailed out to all student services directors in the fall. Vickie Serrano distributed a statement of purpose for the staffing task force, which we approved. The task force hopes to present survey outcome recommendations to the Student Services Commission at the conference in April. I passed the task force statement of purpose and our budget request for the spring conference speakers on to Sue Salter.

For those of you who attended the CAAHE Conference but missed the commission meeting, we are going to try to do better next year in advertising the meeting. The Student Services Commission meetings are open to all student services personnel. If you have any ideas on how to better communicate the meeting times to student services personnel, please let me know.

The Spring 1999 Student Services Conference participants should have received the conference evaluation responses. If you did not get a copy and would like one, please contact Deanna Boe at IPD. The overall response was one of strong support for a conference of this sort. It shows that those of us working in student services need the opportunity to **share** ideas, **support** one another, **learn** new and improved ways of performing our job duties, and **recharge** our batteries. Your planning committee will begin conference calls shortly to start preparing for the Spring 2000 conference. If you have any subject matters you would like to see addressed, please contact one of the committee members: Catherine Strate (Albertus Magnus), Vicki Serrano (Cardinal Stritch), Royce Ann Collins (Baker), Terri Beauregard (Baker), Deanna Boe (IPD), or me (Fontbonne).

I look forward to chairing your Student Services Commission this year. Thanks to all of you for your support.

*Carol Dillon*

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# Baker University to Host 4th Annual Student Services Conference

Baker University will host the 4th annual IPD/CAAHE Student Services Conference on April 6 and 7, 2000, with Terri Beauregard, Director of Student Services, and Royce Ann Collins, Director of Prior Learning Assessment and Academic Records, and their staffs coordinating the on-site preparations. A Conference Planning Committee consisting of Royce Ann, Terri, Carol Dillon, Chair of the Student Services Commission and Director of Student Services at Fontbonne College, Catherine Strate, Vice Chair of the Student Services Commission and Director of Student Services at Albertus Magnus College, Vikki Serrano, Secretary of the Student Services Commission and Director of Student Services for Region II at Cardinal Stritch University, and Deanna Boe, Director of Student Services at IPD, is promising another productive and interactive conference aimed at many important student services areas. Complete information on the conference will be mailed to directors of student services in October.

## In Sympathy

The Student Services Commission members express our sincere sympathy to Catherine Strate on the loss of her father.

## Join the Student Services Listserv

Do you have a pressing question that you would like to poll other student services staff at member institutions about? Join the CAAHE Student Services Listserv!

The CAAHE Student Services Commission currently maintains a listserv through Olivet Nazarene University.

The purposes of the CAAHE-SSC mailing list are:

- A. To provide a forum for the identification and discussion of common issues.
- B. To facilitate the sharing of innovative ideas, information, techniques, practices, and resources among commission members.
- C. To provide networking and professional growth opportunities.

## Joining

Send a message to:

[caahe-ssc@olivet.edu](mailto:caahe-ssc@olivet.edu).

Type "subscribe caahe-ssc" in the body of your E-mail message, then send your message. It is that simple!

## Listserv Rules

- 1) NO E-MAIL ATTACHMENTS—Unfortunately, the listserv cannot accommodate a binary file. If you have a binary file you would like to share with the list, you may have people E-mail you privately to request an attachment via private E-mail.
- 2) Try to keep aware that your message is being read by many other people—make sure your comments are relevant to the list and add something substantial to further the discussion. One-liner responses like "Yes, I agree" do nothing for the list and are a waste of everyone's time. Remember that there is always PRIVATE E-MAIL where you can thrash back and forth to your heart's content.
- 3) Give your messages appropriate subjects. If you are pursuing an E-mail thread that has shifted topic from its original message, give your reply a new subject that better reflects what you are saying. This makes it easier for everyone to follow a discussion.

## Unsubscribing

To unsubscribe from the caahe-ssc list, send a message to [Majordomo@olivet.edu](mailto:Majordomo@olivet.edu) with the following command in the body of your E-mail message:

unsubscribe caahe-ssc

If you are having trouble sending commands to the listserv, please contact Jan Green at ONU ([jgreen@olivet.edu](mailto:jgreen@olivet.edu)) for further assistance.

## Bulletin Board

**19th Annual Alliance-ACE Conference, "Connections: Adult Learners and the Evolving University," October 21–23, 1999, Saratoga Springs, New York (<http://www.skidmore.edu/alliance-ace99/>)**

**Council for Adult and Experiential Learning (CAEL) 1999 International Conference, "Building the Future Through Learning," November 11–13, 1999, Seattle, Washington (<http://www.cael.org/>)**

**3rd National Forum on Prior Learning Assessment and Recognition 1999, "PLAR as a Tool of Transition," November 14–17, 1999, Vancouver, British Columbia, Canada (<http://www.plar.com/>)**

# Financial Aid Update with Kristen Vedder

## Distribution of SEOG and Perkins Funds

Hello to all of you.

Many of you have inquired about the distribution of SEOG and Perkins funds at your institutions. More specifically, you are wondering why our adult students have not been included in such distributions. We have provided some of you with regulatory information supporting distributing funds to our students (in fact, some of the client institutions have been cited during program reviews and audits for not doing so). After continuing discussions on the issue, we determined it was necessary to communicate the support for including adult students in SEOG/Perkins distributions in a more formal manner. The memo included below, researched and prepared by Adrienne Jones, a Regulatory Specialist with Arthur Andersen, discusses the issue and references the appropriate DOE regulations.

*Kristen Vedder*

### Executive Summary

Pursuant to your request we have reviewed the applicable authorities regarding whether an institution that participates in Title IV, HEA programs should consider its nontraditional students, as well as its traditional students, for SEOG and Perkins funds. The results of that review are provided below.

### Issue

Should institutions that receive SEOG and Perkins Loan funds consider its nontraditional students, as well as its traditional students, when distributing those funds?

### Analysis

Typically, an institution that enrolls both traditional and non-traditional students and receives SEOG and Perkins Loan funds should consider its non-traditional students as well as its traditional students when distributing those funds.

With respect to Perkins Loans and FSEOG funds, an institution should distribute those funds to students with exceptional financial need, to the extent of available funds, whether those students are enrolled in traditional or non-traditional programs<sup>1</sup>. The regulations prohibit the exclusion of a particular category of students<sup>2</sup>. Also, the Department of Education requires institutions participating in the Perkins Loan program to have selection procedures that are in writing, uniformly applied and kept on file at the school<sup>3</sup>. Furthermore, if an institution includes the financial need of its independent and less-than-full-time students in an award year, it should advance at least 5% of the Perkins Loans funds to those students for that particular award year if the Federal Capital Contribution for that award year is:

- partly based on the financial need of these students; and
- and the financial need of these students exceeds 5% of the total financial need of all the school's students<sup>4</sup>.

FSEOG Program participant institutions should also develop written selection procedures to ensure that only students with the lowest EFC and who qualify for Pell Grants are given priority<sup>5</sup>. Additionally, institutions may not exclude certain categories of students when distributing FSEOG funds<sup>6</sup>. An institution should establish categories for packaging purposes to ensure that all categories of students have an opportunity to be awarded FSEOG funds<sup>7</sup>. An institution may not award FSEOG funds on a first-come, first-served basis or set arbitrary expected family contribution benchmarks because of the possibility that otherwise eligible students may be excluded from consideration<sup>8</sup>. Likewise, an institution should not use professional judgment to avoid selecting a student for FSEOG funds; professional judgment should only be used to adjust a student's EFC or cost of attendance.

### Conclusion

Generally, an institution should not exclude nontraditional students when distributing Perkins Loan or FSEOG funds because the Department of Education prohibits institutions from excluding categories of students when distributing these funds.

<sup>1</sup> *Id.* at 6-7.

<sup>2</sup> 1998-1999 Federal Student Financial Aid Handbook at 6-7.

<sup>3</sup> *Id.*

<sup>4</sup> *Id.*

<sup>5</sup> *Id.* at 8-6.

<sup>6</sup> *Id.*

<sup>7</sup> *Id.* When schools establish these categories, it should be for the purpose of ensuring that students in each category have an opportunity to receive FSEOG funds.

<sup>8</sup> *Id.*

## 1999 Student Services Conference Rated Huge Success

The CAAHE/IPD Student Services Conference, held March 25–26 at Indiana Wesleyan University's Indianapolis Education Center, received enthusiastic evaluations from those who responded to the survey sent out to participants after the conference.

All the speakers drew exceptionally high marks this year. Numerous accolades were heaped upon Suzanne Metzger, President of Corporate Masters, Inc., who was the keynote speaker on the second day of the conference. Respondents found Suzanne to be “refreshing,” “interesting,” “motivating,” and “funny.” “Suzanne was a wonderful asset to the conference,” said one participant, “her presentation was extremely professional.” “She made us feel valuable,” said another.

Conference logistics, organization, site, food, entertainment, and lodging accommodations were rated as excellent by 80% of the respondents. Asked what they valued most about the conference, respondents mentioned the following four elements most frequently:

- Group camaraderie and networking with colleagues,
- Interaction with others facing similar situations and hearing speakers who could help them put things in perspective,
- The upbeat theme and emphasis on personal growth, and
- Learning information that can be utilized.

### Selected comments from individuals

- “I know these (conferences) are a lot of work but I really enjoy the fellowship and shared knowledge as well as years of experience and success shared together.”
- “I loved the conference! Well done!”
- “This was my first time attending, and I enjoyed it. I think that a smaller all-student services conference is very useful.”

### Suggestions for next year's conference

- “The possibility of having a longer conference with overlaps of financial aid and accounting and other staff would be helpful.”
- “I would like to have more information regarding how a model school handles retention from start to end (all aspects) and discuss the philosophy of what we want students to get out of a study group (the whole picture).”
- “Another ½ day would help to discuss issues!”
- “More time for round table discussions.”
- “Participation level needs to be enhanced from all schools.”
- “Breaking into groups dividing student services personnel and administrators would be a good idea.”

Congratulations to Audrey Hahn, everyone at Indiana Wesleyan University, and the conference planning committee for organizing another successful student services conference! In addition, special thanks to Jerry Noble, President of IPD, and all the CAAHE colleges and universities who support the conference each year with their active participation.

# Student Services Staffing Task Force Statement of Purpose

*Presented at the 1999 CAAHE Meeting at Fontbonne College*

The CAAHE Student Services Commission formed a task force at the 1999 Student Services Conference to conduct research on Student Services staffing issues. The task force will develop a comprehensive survey instrument, which will be disseminated to the director of student services at each CAAHE institution during September 1999. IPD will coordinate the distribution and analysis of the surveys. The purpose of the survey is to collect information on staffing patterns and staff-to-student ratios. The results of the survey will be analyzed and shared with all CAAHE institutions. The outcome of the task force's research will be written recommendations on Student Services staffing ratios for the CAAHE adult programs. These recommendations will be presented at the Annual CAAHE Conference in 2000. Members of the Student Services Staffing Task Force are:

- Victoria Serrano (Chair), Cardinal Stritch University, Region II Madison, Director of Student Services
- Carol Dillon, Fontbonne College, Director of Student Services
- Deanna Boe, IPD, Director of Student Services
- Donna Smith, Centenary College, CAPS Program Director
- Keith DeBoer, Cornerstone University, Director of Student Services
- Shannon Phlegar, Ohio Dominican College, Coordinator of Student Services
- Terri Beauregard, Baker University, Director of Student Services
- Joan Dean, Olivet Nazarene University, Student Services Counselor
- Catherine Strate, Albertus Magnus College, Director of Student Services

## Prior Learning Assessment

### CEUs—Then and Now

The International Association for Continuing Education and Training (IACET) is the organization that stands behind the Continuing Education Unit (CEU). In 1997, IACET raised the bar for CEU certification standards. CEU provider authorization is now granted only for courses that include a "formal assessment of learning outcomes."

The CEU dates back to 1968, when a national task force was created to develop a way to measure and record individual participation in noncollegiate learning activities. Today the CEU also means that the organization that grants CEUs has gone through a peer review of its practices and adheres to CEU Criteria and Guidelines.

One CEU represents 10 contact hours of instruction. The CEU also represents a specific level of program quality, and the CEU logo can only be used by organizations authorized by IACET.

IPD recommends that partner institutions offering prior learning assessment of documented learning conduct their own assessment of a course's academic content and educational significance. The award of credit should be based on consideration of a combination of elements: a learning outcomes statement written by the student, the nature and level of the course content, and the length of the course, using IPD's recommended guideline that 20 contact hours equal one credit. Keep in mind, when evaluating courses with CEUs submitted through the documented learning portfolio, the course exhibit dates can make a big difference in terms of what the CEUs stand for.

For further information about CEUs, contact IACET Headquarters at (202) 463-2905 or visit their Web site: <http://www.iacet.org/>.

# Student Services Bookshelf

## Recommended Reading

Senge, P., Ross, R., Kleiner, A., Roberts, C., Roth, G., & Smith, B. (1999). *The dance of change: The challenges to sustaining momentum in learning*. New York: Doubleday.

Peter Senge, author of *The Fifth Discipline*, reveals how business leaders can anticipate the challenges of profound change and then presents a clear format for building the capabilities needed to meet those challenges.

Brinkman, R., & Kirschner, R. (1994). *Dealing with people you can't stand: How to bring out the best in people at their worst*. New York: The McGraw-Hill Companies.

Presents creative ways of dealing with difficult people. You will learn how they think, what motivates them, and how to cultivate take-charge skills that turn conflict into cooperation by reducing the differences between people.

Fisher, R., Richardson, J., & Sharp, A. (1999). *Getting it done: How to lead when you're not in charge*. New York: Harper Business.

This book enables you to achieve high-quality collaboration with your colleagues—collaboration that produces results. Three basic steps are provided to help you achieve this without authority over your coworkers, but through lateral leadership.

## Quote in a Box

*"Giving yourself completely to the one individual who needs you at the moment is the key to great servant leadership and front-line customer service.... Our customers want to be called by name. They want to feel that the company representative really cares about them. That makes a huge difference; in fact, it's often the deal maker or breaker. With people, the little things are the big things."*

*Stephen R. Covey*

## We Need Your Input!

The Student Services newsletter has been resurrected and is eager to grow. Your help is needed! Thank you to everyone who contributed articles and information for this issue.

### Special Features

Future issues will include regular features: the Student Services Bookshelf (recommended publications and book reviews); Financial Aid Update (Kristen Vedder's column); Prior Learning Assessment (what is new; what works); Student Services Commission Update (Carol Dillon's column); Bulletin Board (upcoming conferences and events); Transitions (student services personnel changes—awards and accomplishments, new hires and promotions); and Ideas That Work! (features a student service at a particular partner institution that is working very well).

Please send your contributions and ideas to Deanna Boe or Norman Larson, the newsletter editor and Academic Affairs Specialist at IPD, at the address below or E-mail them right away to [djboe@apollogrp.edu](mailto:djboe@apollogrp.edu) or [nplarson@apollogrp.edu](mailto:nplarson@apollogrp.edu).

### Editorial Staff

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