



Student Services

NEWS

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Letter from the Chair

Happy 19—2000!

Sometimes change is difficult. I never thought about grieving the loss of the number 19. Looking back, I can say I took 19 for granted. Nineteen had been with me all my life; it was comfortable. I didn't have to think about it. After previous year changes, all I had to worry about was one number, or at the most two; now I have four digits. So, I go into this new millennium somewhat uncomfortably. I have eased into changing all four digits by just writing '00. That has gotten me to February. Now I need to practice with the two and zero. Change takes some people longer to adjust to than others. Unfortunately, some people never adjust!

Letter from the Chair, continued

No matter what your field of study, the textbooks all have chapters on change. Change is that important. Paul Hersey and Ken Blanchard tell us there are four levels of change, and that to be an effective manager we need to be aware of all four levels: knowledge, attitude, individual behavior, and group behavior. Change is the highest difficulty and consumes the most time when we involve group behavior. Hersey and Blanchard also warn us about the impact change has on the total operating system of the group. Without seeing the whole picture, we can experience some devastating results. Remember the taste change to that famous soft drink, making it “new and improved”? I was once told to look at change as an opportunity riding a dangerous wind.

We can experience the perceived danger of change with the resistance we sometimes encounter when we suggest changes to our own educational institutions in dealing with adult transfer students. We also experience resistance to change when we are counseling our study groups through conflict. Using the group synergy—both through our work teams and study groups—to identify problems and produce creative solutions is just one of the many results you can take home from the IPD/CAAHE Student Services Conference.

Those of us who have attended the conference in the past know how refreshing it is to experience the energy that flows from meeting with our peers. So, put your ruby slippers on and follow the yellow brick road to Kansas.

I look forward to sharing the experience with you in April.

Welcome 2000!

*Carol Dillon
Fontbonne College
Chair of CAAHE Student
Services Commission*

Bulletin Board

Baker University will host the **4th Annual IPD/CAAHE Student Services Conference** on April 6–7, 2000. Forty participants from IPD partner institutions have registered for the conference, which is centered around the theme of *The Wizard of Oz*. If you have not yet registered and would like to attend, contact Paula Dobler at IPD at paula.dobler@apollogrp.edu.

The American Association of Collegiate Registrars & Admissions Officers (AACRAO) Conference will be in New Orleans, Louisiana, April 9–12, 2000, at the Hilton Riverside Towers. For additional information, visit the AACRAO Web site at <http://www.aacrao.org/>.

Bulletin Board, continued

The annual **National Institute on the Assessment of Experiential Learning** will be held on June 10–13, 2000, in Plainsboro, New Jersey. This institute is sponsored by Thomas Edison State College in cooperation with the Council for Adult and Experiential Learning (CAEL). For further information, contact Debra A. Dagavarian, Director of the Institute, at ddagavarian@call.tesc.edu or (609) 633-8082. The registration deadline is April 14, 2000.

Rod Bernat, IPD's Vice President of Finance, and Kristen Vedder, IPD's Director of Student Financial Services, announced that the **Annual IPD Financial Aid Conference** will be held in Phoenix, Arizona, on June 14–16, 2000. The conference will include presentations and discussions of current financial aid issues, with several joint workshops planned for financial aid and student services participants during the Annual CAAHE Conference.

The Annual CAAHE Conference will be held at the Doubletree La Posada Resort in Scottsdale, Arizona, on June 15–16. This conference marks the 10th anniversary of CAAHE! Reservations can be made directly with the hotel at (602) 952-0420. Be sure to indicate that you are with CAAHE to receive the discounted room rate of \$89 that is effective between June 10 and June 18 (in case you want to bring your family and extend your stay).

Welcome New Partner Institutions!

The Institute for Professional Development welcomes three new partner institutions: Benedictine University (Lisle, IL), Gwynedd-Mercy College (Philadelphia, PA), and Aquinas College (Nashville, TN).

Benedictine University was founded in 1887 on the west side of Chicago by the Benedictine Monks of St. Procopius Abbey. Today, Benedictine is an accredited liberal arts university with 2,800 students in undergraduate and graduate programs, including a doctoral program. The new adult program (Center for Adult Programs and Services [CAPS]) started its first group in September 1999.

Gwynedd-Mercy College was founded in 1948 by the Sisters of Mercy and is an accredited liberal arts college with 1,800 students, offering Associate's, Bachelor's, and Master's degree programs. The Center for Lifelong Learning will offer an Associate of Science in Business Administration, a Bachelor of Science in Nursing, and a Bachelor of Science in Business Administration. Joe Coleman is the Program Director, and Anne Marie Vreeland is the Director of Student Services for the new adult program, which started its first group on February 8, 2000.

Welcome New Partner Institutions, continued

Aquinas College, our newest partner institution, was founded in 1961 and is owned and administered by the Dominican Sisters of St. Cecilia Congregation. Aquinas has approximately 400 students and offers baccalaureate degrees in liberal arts and general, teacher preparatory, and professional programs. D'Lanna Mason is the new Director of Student Services for Aquinas College

New Addresses

The Institute for Professional Development moved across the courtyard in August 1999! Our telephone numbers also changed last year as a result of adopting new area codes. Our new address and phone number are as follows:

4605 East Elwood Drive
Phoenix, AZ 85040
telephone: (480) 966-7982
fax: (480) 966-9429

The CAEL Chicago office moved to a new location last year:

CAEL National Headquarters
55 East Monroe Street, Suite 1930
Chicago, Illinois 60603
telephone: (312) 499-2600
fax: (312) 499-2601



Student Services Staff Changes at Cardinal Stritch University

As a result of her Master's thesis, "Student Services' Effect on Retention of Bachelor Students in the College of Business and Management at Cardinal Stritch University," Amy Foster, Educational Counselor for Cardinal Stritch's Region I, now spends 24 hours of each week as a Reentry Specialist. She is already receiving favorable results by increasing incoming tuition and graduation rates. "Marlene Lauwasser and IPD have given me the opportunity to make my vision a reality," Amy says. "It is an exciting new opportunity. I am looking forward to presenting the newest results at the upcoming IPD/CAAHE Student Services Conference."

Julia Okun was hired as the new Educational Counselor for Cardinal Stritch University's Region I. Julia earned her Bachelor of Arts in Psychology from the University of Wisconsin-Milwaukee and her Master of Education from Marquette University. Her professional experience includes academic advising, career counseling, and teaching.

Congratulations, Amy and Julia!

Nina Omelchenko Appointed to ACE Board

Nina Omelchenko, Vice President of University Services for the University of Phoenix, has been elected to chair the American Council on Education (ACE)/College Credit Recommendation Service Advisory Board this year, and has also become a member of the ACE Commission. Congratulations, Nina!

Carol Maxson Promoted to Associate Dean at Olivet Nazarene University

On January 27, 2000, Carol Maxson was promoted from Director of Admissions and Assessment to Associate Dean at Olivet Nazarene University's School of Graduate and Adult Studies. As Associate Dean, she will administer all aspects of the graduate and adult programs, including the formulation of a shared vision and short- and long-range goals for the programs; budget development and administration; the coordination of program activities with faculty coordinators and contract consultants; the empowerment of employees and faculty involved with the programs; and the assessment of the quality of all aspects of the programs, including curriculum, instruction, and learning outcomes.

Carol returned to Olivet in 1985 as an adult student who wanted to complete the degree she had started in 1969. Following her graduation in 1988, she became Assistant to the Registrar. In 1990, she became the Administrative Assistant to the Vice President of the Graduate School. When Olivet Nazarene partnered with IPD in 1990, she became the director of Student Services for the School of Graduate and Adult Studies. Following the resignation of the Dean in 1997, she coadministered the adult programs under the Acting Dean, the Vice President for Academic Affairs. In addition, Carol has been an instructor in the School of Graduate and Adult Studies programs since 1990.

Carol is a candidate for the Doctor of Education degree from Nova Southeastern University in Fort Lauderdale, Florida, on June 11, 2000. This program focuses on improving leadership skills in educational programs. Students are asked to assume leadership roles in their work settings by implementing strategies appropriate to their area of specialization. Carol's area of specialization is Curriculum Development and Systemic Change, and her dissertation is "Fostering Leadership Perceptions in Preservice Teachers through Leadership Training in the Teacher Education Program." She has implemented strategies in the Master of Arts in Teaching program.

Not only is Carol a full-time working adult student, she is also the successful single parent of three boys (Chad, 24; Jayson, 21; Chip, 20), all of whom are now college students. Congratulations and best wishes to Carol as the new leader of Olivet Nazarene's School of Graduate and Adult Studies.

Teresa York of Olivet Nazarene University Relocating to Texas

Teresa York has worked with the School of Graduate and Adult Studies at Olivet Nazarene University for over 10 years in many different areas. Presently, she is serving as Admissions Specialist, conducting transcript evaluations for students in all of Olivet Nazarene's programs. Not only has she dedicated herself to knowing the value and transferability of courses from hundreds of colleges and universities, but she also talks daily with students who need to know which courses do or do not transfer to meet the requirements of their degrees. She has helped train the rest of the advising staff so they can understand and explain to the students their specific academic requirements, options, and opportunities. Teresa has been a dependable, on-the-job-every-day staff member, and we celebrate this kind of dedication. Olivet Nazarene will miss her, personally and professionally, when she relocates to Dallas, Texas, with her husband, Joe. Best wishes, Teresa!

Prior Learning Assessment Center— University of Phoenix

The University of Phoenix continues to include Prior Learning Assessment within the overall mission of the University to meet the needs of working adult students. Experiential learning, in its many forms, validates the richness and diversity of environments in which individuals can pursue meaningful learning.

The Prior Learning Assessment Center (PLAC) functions as a centralized service department providing evaluation and information to all campuses of the University of Phoenix and its subsidiaries. The Center consists of support staff, assessment specialists, faculty evaluators, and a director. Because there are several forms of prior learning that are examined, several teams of specialists have evolved. Experiential course writing, professional training programs, classes and courses, military training experiences and education, and various articulated programs with nationally accredited colleges and corporations are all considered. Berlitz language courses and certificates are also considered. Credit awards are made in General Education or as electives.

Through various standardized procedures, PLAC provides students with the opportunity to have their adult personal and professional experiences assessed for college-level equivalencies. The student must provide detailed evidence of learning outcomes and include support documentation to indicate that these learning experiences have occurred. The general philosophy is that the same standards of academic rigor, with the appropriate balance of theory and application of principles, should be applied to experiential learning as that in the classroom.

Prior Learning Assessment Center— University of Phoenix, continued

Faculty evaluators examine the submitted materials (e.g., portfolio) to determine whether the learning outcomes have been met for college-level learning, and, if so, how much credit is to be awarded. They are selected based on their area of expertise and must meet the same criteria as teaching faculty. That is, faculty must have advanced degrees in their area of expertise and must have 5 years of experience. During 1999, almost 4,000 submissions were examined and evaluated, resulting in 12,000+ credits being awarded. The average credit award per student was 5–6 credits. (A small percentage of submissions do not get awarded credit for various reasons.) Monthly audits are conducted to ensure that CAEL standards are met or exceeded.

University of Phoenix Grades and Transcripts Online

Grade Cards via the Web

The implementation of grade cards on the University of Phoenix Web site has been very successful. Starting in September 1999, the University of Phoenix no longer sends grade cards from the Registrar's Office. Students can view and obtain a copy of their grade card from the Web site. Since September, the University has had over 86,000 inquiries on the Web site. This process has helped students obtain their grades the same day they are posted, avoiding a delay of several days while waiting for the mail service. By offering the Official Grade Verification Letters, the University has been able to meet the needs of all employers. The University has had some questions about the new process from employers and students; however, they have been able to resolve all of the issues.

Transcripts via the Web

Students are now requesting transcripts from the student Web site as well. The University has noticed an increase in this service since the grades have been posted on the site. This process has greatly increased efficiency in the transcript area. The University began tracking the transcript site in November, and to date has had over 9,000 requests. This means less time on the phone for Transcript Coordinators, and more time for them to process and get transcripts to the students. The University has been processing about 1,400 transcripts per week.

New Global Distribution List for CAAHE Student Services Commission

Student services personnel at IPD partner institutions can now network and communicate easily with each other through the Student Services Commission global distribution list. As a member of the list, you can send a regular email message that will automatically go to 70+ student services staff at 23 institutions. When you respond to a question, remember to click on REPLY ALL, and your answer will automatically be sent to everyone on the list.

Distribution list members can access the list from the CAAHE Web site at <http://www.caahe.org/services.htm>. Accessing the list through this Web site requires a password, which is distributed by IPD. If you are not yet a member of the list and would like to become one, send an email request to deanna.boe@apollogrp.edu. Email name and address changes should also be sent to Deanna Boe.

Vikki Serrano Joins Franciscan Leadership Pilgrimage

Vikki Serrano, Director of Student Services for Cardinal Stritch University's Region II in Madison, Wisconsin, joined 53 Franciscan institution leaders from across the country in a pilgrimage to Assisi, Italy, on October 8–18, 1999. Each year, in an effort to strengthen its Franciscan heritage, the University sends one staff member and one faculty member to participate in a Franciscan Leadership Pilgrimage to St. Francis's birthplace. The journey helps those in leadership roles understand the vision and values that shape the Franciscan institution.

Each day the group visited a different spiritual location, and a Mass was held in honor of the important event that occurred there. Vikki learned of the power of prayer during a Mass for the sick on the second floor of the Church of San Damiano where St. Claire lived. Healing oils were used in the inspirational service. Vikki was also inspired by her visit to La Verna, a monastery on a hill surrounded by the caves where St. Francis would meditate. Vikki was reminded about the importance of stopping each day to take time to think about the little things. Part of each day was spent on personal reflection and analysis of the important leadership roles held by each participant. Many small group discussions were focused on decision making based on Franciscan values. These visitations and reflections brought into focus the vision and legacy of St. Francis of Assisi.

Vikki Serrano Joins Franciscan Leadership Pilgrimage, continued

“St. Francis became real to me,” Vikki said. “The words *Franciscan values* now have a deeper meaning. My actions and decisions can make a difference in other peoples’ lives and in the institution. As a leader, I should try to find opportunities for applications of Franciscan values—prayerfulness, simplicity, hospitality, joy, and peacemaking.” Vikki also stated that she is proud to be employed at an institution that has this wonderful heritage, and that she will work her hardest to contribute to the realization of this mission.



We Need Your Input!

The Student Services Newsletter has been redesigned, and distribution has been increased to include everyone on the Student Services Commission Global Distribution List. Thank you to everyone who contributed articles and information for this issue. We encourage anyone who wishes to submit articles for the June issue to do so by May 15, 2000. Please email your contributions to Deanna Boe at deanna.boe@apollogrp.edu or Norman Larson at norman.larson@apollogrp.edu.

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