



Student Services

NEWS

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Annual IPD/CAAHE Student Services Conference

Conference evaluations have been reviewed and tabulated, and the Annual IPD/CAAHE Student Services Conference, which was held at the Airport Embassy Suites in Nashville, Tennessee, on April 19 and 20, 2001, was a great success with participants! A record sixty-seven registrants from twenty CAAHE Member Institutions and the Institute for Professional Development attended the two-day conference, which was cohosted by Aquinas College and PRIMETIME staff members.

Conference logistics such as the site, lodging accommodations, organization, food, and entertainment all received excellent ratings. Participants described the attitude and atmosphere of the conference as “warm,” “reflective,” “caring,” and “inspiring.” A summary of the conference evaluation will be emailed via the Student Services global distribution list.

Conference participants praised the conference’s theme, keynote speakers, and topics. This year’s theme, “Creative Leadership: Dealing with Growth and Change,” was interwoven throughout the conference. The opening keynote speaker, Dr. Barbara Bailey of Shorter College and The Bailey Group, spoke on “Dealing with Change,” using the book and video *Who Moved My Cheese?* as a starting point to help participants begin crafting a personal mission statement. IPD gave copies of the popular book by Spencer Johnson and Kenneth Blanchard to conference participants. Sample comments about Dr. Bailey’s presentation are as follows: “She was wonderful! Thank you so much.” “Very eloquent and knowledgeable.” “She is energetic and fun to listen to.” “It helped me re-identify my mission and I saw many ways I can give direction to my staff to help them identify their role in our work mission.”

Annual IPD/CAAHE Student Services Conference, continued

Dr. Suzanne Metzger of Corporate Masters, Inc., got the second day of the conference off to a rousing, good-humored start with a presentation on “Developing Self-Control and Self-Assurance.” Her keynote address on the keys to building self-esteem was peppered with humorous anecdotes and wisdom. Both speakers received enthusiastic reviews from conference participants. Sample comments about Dr. Metzger’s presentation are as follows: “Presenter was excellent!” “Amazing presentation!” “Motivational and inspiring!” “Added humor to a serious subject.” “The speaker confirmed that self-actualization is not selfishness. Change is acceptable and important to our growth and development. Habits are incredible things to change. Success comes with one change at a time.”

The ambitious agenda also included workshops on “Grant Writing for Student Services” by Deborah Hamilton, IPD Director of Academic Development; “Student Services and the 12-Hour Rule” by Kristen Vedder, IPD Director of Student Financial Services/Regional Director of Accounting; “Evaluating Military Training” by Diana Gross, American Council on Education; “E-Advising: A Menu for Success” by Julia Okun and Lisa Youretz, Cardinal Stritch University; “Meeting Students’ Academic Needs in Experiential Learning through Technology” by Dr. Effie Hacklander, University of Phoenix; “Student Retention and Reentry Strategies” by Michelle Kruse and Brian Beattie, University of Phoenix; “Academic Advising: Focusing Our Service, Expanding Our Influence” by Leslie Gay, Michelle Hammond, and Jeff Hency, Indiana Wesleyan University; and “Student Services and IPD: Achieving Seamless Unity” by Nancy Atkins, Averett University. Participants commented on the excellent quality and variety of the workshops.



Facilitated roundtable discussion topics during lunch the first day included the following: “The Counseling Needs of Adult Learners,” D’Lanna Mason, Aquinas College, and Nancy Atkins, Averett University; “The First Courses,” Terri Beauregard, Baker University, and Rosette DuBois, Albertus Magnus College; “Student Retention,” Debbie Ellison, Averett University; and “Adult Program Staffing and Structure,” Jane Stover, Cardinal Stritch University.

On Thursday evening, participants enjoyed dinner and lively musical entertainment on the General Jackson Riverboat Cruise. The conference ended on Friday afternoon with a special treat: ice cream sundaes with all the trimmings, a conference T-shirt, and a certificate of completion for all attendees.

The success of this conference depended upon collaboration and teamwork among a large group of individuals, and I would like to take a moment to express my appreciation and thanks to Sister Mary Evelyn Potts, O.P., President of Aquinas College; CAAHE; the CAAHE Student Services Commission’s Conference Planning Committee; IPD’s President Dr. Ron King; and our IPD Partner Institutions for their support of this conference every year.

Individuals I would like to spotlight for their special efforts are the following: Judy Johnson, IPD Academic Affairs Coordinator; Gina Rosamilia, IPD Creative Services Coordinator; D’Lanna Mason, Director of Student Services for Aquinas College; Francis Tamboli, IPD Contract Manager at Aquinas College; Jane Baker, IPD Regional Vice President; Vikki Serrano, Director of Student Services for Region II at Cardinal Stritch University; Nancy Atkins, Student Services Coordinator at Averett University in Richmond; and Rosette DuBois, Stamford Site Coordinator and Educational Counselor at Albertus Magnus College—without you, we could not have done it! Special thanks also go to all presenters, roundtable discussion facilitators, and participants who made this year’s conference another memorable event!

Deanna Boe
IPD Director of Student Services

Letter from the Chair

Greetings to my Student Services colleagues.

It is a pleasure to represent the Student Services Commission for 2001–2002. As we embark upon a new exciting year for the Student Services Commission, I trust that you have taken a much-deserved vacation or are in the preparation stages.

Both the 2001 IPD/CAAHE Student Services Conference and the 2001 CAAHE Conference were well attended this year. A wealth of information was exchanged on how to better perform our jobs. We thank all participants, especially presenters at our Student Services Conference, for the time and effort devoted to generating information that helps us provide quality service to our students. Special thanks to D'Lanna Mason and the Aquinas College staff for hosting our conference this year in Nashville, Tennessee. The General Jackson Riverboat ride, dinner, and show were fabulous. Quiz: How many times did the lead singer change suits?



The 2001 Student Services Conference theme was “Creative Leadership: Dealing with Growth and Change.” Student Services is an area where change is inevitable due to the sheer rapidity of the educational model. Our students are with us for a brief time and then move on to make further impressions upon the world. Student Services is one of the great careers in the free world where we have opportunities to influence students’ opinions about our particular institutions and education in general.

Decisions made in Student Services have far-reaching implications; our decisions affect the student as a whole. Colleagues, we touch the academic, emotional, spiritual, economic, and family aspects of our students’ lives. We have an awesome responsibility that is vital to any educational institution. A teaching institution without a caring and committed Student Services division is like an airline pilot without a flight plan—courting danger (i.e., student drops).

Dr. Barbara Bailey, the keynote speaker at the 2001 Student Services Conference, urged us to pause to evaluate our purpose, find our mission and our core value, and dedicate ourselves to that group or cause that moves us. I know you join me in a commitment to provide quality, efficient, and caring services to our students. With this as our Student Services’ core value, we experience power defined by Dr. Bailey as, “Pursuit of new opportunities with enthusiastic resolve.”

In a time long ago, counseling theorist Van Kaam (1966) asserted that the adult learner wants counselors to listen when they say without speaking, “Please leave your self-presence for a moment. Please be with me, make my world for once the center of your attention, your sympathy, your kind understanding.”

As we focus on making a difference in our students’ lives, we need to avoid unhealthy stress and burnout. Unhealthy stress introduces or promulgates physical illness. Dr. Suzanne Metzger, President, Corporate Masters, Inc., recommended that we take control of our destiny in her presentation on “Self-Control and Self-Motivation: The Keys to Building Self-Esteem.” She said that only we have the power to determine our reactions to situations in the workplace.

She said that we should not wait for someone to motivate us. Motivation is internal. She added, “He who laughs, lasts.” Laughter and flexibility relieve stress. Learn to laugh more, develop flexibility, and refrain from being excessively or unduly serious about life or work—we only get one life.

I look forward to working with you and hearing your ideas, hopes, and wishes for the upcoming 2002 IPD/CAAHE Student Services Conference.

Have a blessed summer, and I hope to see you in spring 2002.

*Nancy P. Atkins
Averett University
Chair of the CAAHE Student Services Commission*



CAAHE Conference a Huge Success

The eleventh Annual CAAHE Conference was kicked off on Wednesday, June 6, 2001, at Montreat College's beautiful campus located near Asheville, North Carolina. The 161 participants from twenty-one CAAHE Member Institutions were welcomed with a traditional mountain hoedown in Montreat's "barn" (where else would you have a hoedown?). For those individuals who had not square danced in a while, this was quite an experience (and a site to behold for those opting to watch rather than participate). Campus tours were also provided, guiding participants through the beautiful mountain landscape. Several returned with packages containing jewelry, apparently having stopped in a gift shop along the trail.

Following this evening of entertainment sponsored by the Institute for Professional Development and Aramark, the conference got into full swing with keynote speaker Dr. Scott Siddall of Denison University discussing his experience related to "Time and Technology: Is There Room for Innovation?". Each of the CAAHE Commissions and the Institutional Representatives had ample time to conduct focused business meetings and then grab lunch (literally—boxed lunches were provided for participants who wished to dash and dine). The afternoon was filled with ten concurrent workshops on a wide variety of topics focused on the conference theme, "Redefining Teaching, Learning, and Services in the Digital Age." The first day was capped off with the CAAHE Awards Banquet, during which time the Paul E. Hoffner Outstanding Service Recipients were recognized, as was the IPD Annual Achievement Award Recipient.

The 2001 Faculty Recipient of the Paul E. Hoffner Outstanding Service Award was Dr. Larry M. Lindsay, professor in Graduate Studies in Education at Indiana Wesleyan University. The 2001 Staff Recipient was Erik Chuprevich, Library/Computer Technology Coordinator at Montreat College. The IPD Annual Achievement Award Recipient was Ms. Katherine Pappas-Smith, Regional Marketing Manager for the Southern Virginia Region of Averett University.

Friday was filled with eleven more concurrent workshops, an IPD update, and a lively interactive keynote session conducted by Dr. Barbara Bailey from Shorter College on "A Constant in a Changing World." Participants in this session were seen swarming all over the ballroom of the Renaissance Asheville Hotel, looking for folks who drove the same type of car, had traveled to the most countries, or had the most grandchildren. This exercise demonstrated for many participants how we react to change, and how we sometimes expect our students to adjust to new experiences. Lunch was sponsored by McGraw-Hill, which also provided the keynote speaker, Anne S. Parker of Strategic Consulting Services, whose topic was "Critical Factors for E-Learning."

The conference closed with a photo collage of pictures taken throughout the two days, numerous door prizes (you had to be present to win!), reflections of participants, and extreme gratitude on the part of all participants for the extremely warm hospitality and outstanding conference coordination demonstrated by this year's host institution, Montreat College. It was definitely one of those conferences that will long be remembered for the fun, the beautiful surroundings, the fantastic workshops and keynote sessions, and fabulous networking opportunities!

THANK YOU, MONTREAT COLLEGE!



Financial Aid Commission Approved

The CAAHE Institutional Representatives approved a motion to establish a Financial Aid Commission. The request was originally submitted for approval in January, but a final vote was not achieved until the Institutional Representatives met during the 2001 CAAHE Conference. The committee members who have volunteered to serve on the first Commission are Bonnie Deese, Aquinas College; Pam Harris, Averett University; Holly Ulland, Cardinal Stritch University; Carol Strauss, Centenary College; Lois Kelly, Indiana Wesleyan University; Kristen Vedder, Institute for Professional Development; and Sandra Gillyard, Arthur Andersen.

CAAHE Student Services Commission Meeting Minutes

Business Meeting held Thursday, June 7, 2001, in Asheville, North Carolina

Attendance	Institution
Nancy Atkins	Averett University
Victoria Serrano	Cardinal Stritch University
Susan Kottke	Medaille College
Terri Beauregard	Baker University
Tom Szymanski	Benedictine University
Sr. Fran Maher	Fontbonne College
Joan Dean	Olivet Nazarene University
Veronica VanDalen	Cardinal Stritch University
Philip Hawkins	Shorter College
D'Lanna Mason	Aquinas College
Elsie Encarnacion	Albertus Magnus College
Stacey Williams	Albertus Magnus College
Deanna Boe	Institute for Professional Development
Royce Ann Collins	Baker University
Peg Asher	Thomas More College
Deborah Wright	Montreat College
Margot Payne	Montreat College
Keith Blaukenship	Montreat College
Arthur Hunborg	Fontbonne College

Nancy Atkins (Averett) and Victoria Serrano (Cardinal Stritch), Cochairs of the Student Services Commission (SSC) called the meeting to order at 10:30 a.m.

The meeting began with introductions from each Institutional Representative. Nancy Atkins welcomed each member to the SSC Business Meeting. She explained that Catherine Strate resigned from Albertus Magnus College in midterm and that she and Victoria Serrano took on the responsibilities as Cochairs of the SSC until the Annual CAAHE Conference.

Nancy thanked IPD, Judy Johnson, and Deanna Boe for their commitment to providing quality conference information and materials for Student Services attendees. She extended heartfelt thanks to D'Lanna Mason, Student Services Director at Aquinas College, and the Aquinas College staff for their untiring efforts in hosting the Annual IPD/CAAHE Student Services Conference in Nashville, Tennessee, on April 19–20, 2001.

To understand the purpose, duties, and responsibilities of the SSC, the members received a copy of and reviewed the current SSC bylaws. Anyone who wishes a copy and was unable to attend the annual meeting may obtain a copy from <http://www.caahe.org/bylawsscomm.htm>.

Next, the election of officers was conducted for the upcoming term (2001–2002). Nancy presented the names of the current officers and invited others to run for a position. According to the bylaws, the Vice Chair automatically becomes the Chair and the Chair becomes the Past Chair. When Catherine Strate resigned, Nancy and Vikki decided to serve as Cochairs until the June SSC meeting when a formal slate of officers would be elected.

Since Nancy Atkins was elected as Vice Chair during the regular 2000–2001 business meeting, she automatically moved into the Chair position. The 2001–2002 slate of officers presented to the group were Nancy Atkins, Chair, Victoria Serrano, Vice Chair, and Rosette DuBois (Albertus Magnus), Secretary.

Victoria Serrano asked for volunteers from the floor, and Susan Kottke (Medaille College) volunteered to assist as Secretary. There were no objections from the floor. Based on a unanimous vote, the slate of officers and volunteer Secretary was accepted. The extra person on the Board this year will be a tremendous help in planning the 2002 IPD/CAAHE Student Services Conference, especially since we do not have a Past Chair.

The primary duties of officers are to plan the conference, which is held in the spring, and to attend the SSC meeting held at the 2002 CAAHE Conference.

CAAHE Student Services Commission Meeting Minutes, continued

Deanna Boe, IPD Director of Student Services, spoke on the 2002 IPD/CAAHE Student Services Conference and invited an institution to volunteer to host the event. Deanna indicated that the officers would work with the Institutional Representative to organize the event and that IPD covers the majority of costs. She also encouraged SSC members to submit ideas of interest for the next conference to the officers so that they can consider them while planning the event. Peg Asher (Thomas More College) indicated that her institution might be interested in hosting the conference, but said she would have to confirm with her President. She will contact Deanna directly.

Deanna then invited participants to submit articles for the Student Services Newsletter. She also provided information regarding the IPD Student Services Online Training program that is being developed and will be available to all IPD Partner Institutions. The goal is to have new Student Services staff members at IPD Partner Institutions participate in the online training as a requirement. These staff members would receive a certificate of completion and would then be invited to the IPD Student and Academic Services Orientation, a new staff orientation workshop, held at the IPD corporate office in Phoenix, Arizona. In this way, all IPD orientation workshop participants would arrive with the same level of training and information. Deanna encouraged everyone to submit training ideas to her directly.

Royce Ann Collins, Baker University, reported on the activities of the taskforce that she led last term on the topic of attendance tracking. Unfortunately, very little activity occurred, but she was able to provide a brief informational summary on Baker's progress with its new study group attendance tracking form. Any SSC member who would like specifics was invited to contact Royce Ann directly. Royce Ann will share with the Student Services global distribution list a sample of Baker's new study group form, which was developed in consultation with students, faculty, and staff.

There was no activity to report regarding the writing and math tutorial software taskforce because of Catherine Strate's resignation from Albertus Magnus and the SSC. However, Deanna Boe offered to conduct research on the possibility of locating an outside source to present on this subject at our next conference.

The SSC unanimously decided to postpone forming further taskforces this term.

The meeting was adjourned at 11:45 a.m.

Respectfully submitted by,
Victoria Serrano
Cochair 2000-2001

Bulletin Board

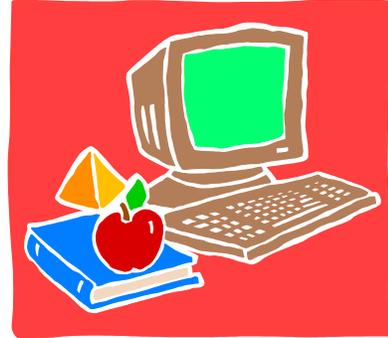
The 2001 Alliance/American Council on Education (ACE) Conference, "The Changing Face of Adult Learning," will be held October 10-13 at the Austin Marriott in Austin, Texas. Guest speakers include Dr. Stephen Brookfield, Dr. Mario Gonzales, and Dr. Phyllis Cunningham. For more information, visit the Adult Higher Education Alliance's Web site at <http://ahea.org>.

The 2001 Council on Adult and Experiential Learning (CAEL) Conference, "Learning for the New Economy," will be held November 8-10 at Disney's Coronado Springs Resort in Orlando, Florida. This year's conference will address topics related to the new economy, such as "using technology in teaching and learning, developing and managing distance learning programs, attracting and retaining employees, public policy, experiential learning, assessment, and more." For more information, visit CAEL's Web site at <http://www.cael.org>.

Distance Education

The Department of Education (ED) is in the process of analyzing how distance education programs can be administered while maintaining compliance with federal regulations. The current regulations that govern distance education do not address certain components that are crucial in ensuring compliance with federal regulations.

The first report to Congress on distance education programs has been issued. ED has identified the following problem areas:



- Limitations on the amount of distance education an institution may provide (50% rule)
- Requirements relating to time, specifically the difficulties in providing aid to students enrolled in distance education programs offered in time frames other than semesters or quarters
- Lack of flexibility in the systems institutions have available to administer the Title IV programs

In the report, ED recommends that further discussion be focused on the following:

- Distinguishing among distance education delivery modes and between distance and on-site delivery
- Current limitations on the amount of distance education an eligible institution may provide (the 50% rule)
- Alternatives to the 12-hour rule that would ensure that an adequate amount of instruction is provided by distance education programs
- Correspondence students, and whether the rules should continue to treat them differently
- Additional waiver authorities that would enable the demonstration program to more completely test new approaches to administering student financial aid

ED is looking for thirty-five additional program participants for the 2001–2002 award year. The deadline for application was February 16, 2001.

The University of Phoenix has submitted its application and is awaiting a response from ED. If ED selects the University of Phoenix as one of its participants, it may result in ED fully understanding the different challenges that the University of Phoenix and other institutions with similar programs face in administering distance education programs.

This article was originally published in the April 2001 issue of Hot Topics, IPD's Financial Aid Newsletter. Special thanks to Kristen Vedder, IPD Regional Director of Accounting/Director of Student Financial Services, and Sandra Gillyard, Regulatory Specialist, Arthur Andersen, for permission to reprint.

Student Services: Legal and Ethical Implications

Dr. Norma Goonen, Dean of Undergraduate Studies at Nova Southeastern University, presented on “Student Services: Legal and Ethical Implications” at the Annual CAAHE Conference in June 2000. A synopsis of important points made by Dr. Goonen follows.

The Relationship

- The relationship between the student and the institution is based in large part on contract theory.
- The contract is the completed application form and the admission letter, which are binding upon both parties.
- An institution’s admission criteria must be clear and applied consistently to avoid student claims of discrimination.
- The written materials provided to students, such as catalogs, bulletins, advertisements, correspondence, and so forth, are considered by the courts as the “terms of the contract.”
- In a case of discrimination based on admission, the burden of proof is on the institution.



Student Disputes

- If a student relies on the advice of institutional staff (e.g., advisers) to the student’s detriment, the concept of promissory estoppel provides relief to the student, unless binding the institution by the acts of its agent(s) results in the awarding of an undeserved degree.
- Student expulsion and other disciplinary procedures must follow established fair procedures in private institutions and “due process” in public institutions.
- The student can sue the individual as well as the institution, but the individual is usually protected as an agent of the institution.

According to Dr. Goonen, the best ally is the institution’s attorney. She recommends having your attorney review all your written materials, including admission letters.

Student Retention and the Bottom Line

Student retention—and success—is everyone’s responsibility, from the IPD Marketing Representative who makes the initial contact, to the adult program’s staff and faculty who provide services and facilitate the learning process, to the IPD Corporate Directors who serve as a resource to IPD Partner Institutions. Each has a role to play in promoting student success. What programs or techniques has your institution developed to address student retention? Send us your ideas, and we’ll publish them in our next Student Services Newsletter.

Both students and the institution benefit from a successful retention program. A high retention rate has a positive effect on more than revenue; it also enhances the institution’s mission, image, and reputation.

Studies of traditional students have shown that attrition reduces by half each year the student is in college. The first six weeks on campus appear to be the most critical in determining whether a traditional student stays or leaves; the first three courses are the most critical for adult students. Whether in a traditional or accelerated program, adult students need to get off to a good start. So a good retention program focuses on prevention rather than crisis intervention.

Student Retention and the Bottom Line, continued

Today, adult students enter a degree program with even higher expectations than traditional students. The successful student, whether traditional or adult, will expect to make satisfactory academic progress, mold career and life goals, and develop positive social relationships with class and study group members.

Reasons for Leaving: Student Surveys and Exit Interviews

Student retention surveys indicate a variety of self-reported reasons for withdrawal from the adult program. An exit interview may reveal much more about a student's reason for leaving. The most common is a life event that causes a significant change in circumstances, such as a work change (promotion, job loss, new shift, extended work hours, etc.); moving to another state; and personal transitions like marriage, divorce, adoption, and so forth. Another commonly stated reason for withdrawal is the time commitment—adult students must juggle the program workload with job, family, and so forth. Other self-reported reasons for withdrawal include changing to another program or major, transferring from the associate's program to the bachelor's, and dissatisfaction with the program. In some cases, the institution may initiate the student's withdrawal because of unsatisfactory academic performance or lack of attendance.

Front-Loading Student Support

What can be done to keep students in the adult program? Student expectations and institutional expectations can be synchronized by front-loading staff and faculty efforts toward helping students; that is, providing support during those critical first three courses. Support can lessen as the student becomes comfortable and committed. Many institutions have discovered a simple formula for success in retaining students: student advisement up front coupled with a strong orientation course.

A good retention strategy involves allocating resources toward improving those things students are not satisfied with but do value. That is where careful attention to end-of-course surveys and withdrawal surveys comes into play. Partner institutions that have successfully addressed retention issues tell IPD that an institution can improve its retention rate dramatically by doing the following:

- Requiring student advisement/degree completion planning prior to starting the first course or during the first course at the latest. This can be done either one-on-one or in a group seminar.
- Having Student Services Advisors counsel the student who wants to withdraw immediately. Sometimes the student can be successfully encouraged to stay in the program or to return at a later date. To do this, the institution must have a system in place for the instructor to notify Student Services staff immediately when a student misses a class.
- Designing an effective orientation course that is taught by the Director of Student Services and other trained staff members. Who teaches this course is very important!

In addition, the institution can address other areas that have an impact on student retention:

- The selection, design, and facilitation of the first three courses are critical to student success.
- Evaluate the overall effectiveness of instructors and curriculum. Analyze drops to confirm whether most occur during these or other courses, then evaluate the courses to see whether they need to be redesigned, resequenced, and so forth. Compare drop rates for instructors to determine whether or not there is a relationship.
- Evaluate the Student Services staff-to-student ratio. When enrollments start to increase and staff is not able to provide adequate service, drops can increase. Maybe it is time to add Student Services staff!
- Evaluate the overall quality of customer service being provided to students.
- Study the success models. Talk to the schools with the highest retention rates and find out what is working for them.

After the institution has gathered its data, it can use it to make improvements:

- Set higher retention expectations for the program.
- Demonstrate cost-benefit results.

Cambridge Stratford Study Skills Institute: 100 Things Every Adult College Student Ought to Know

At the 2001 IPD/CAAHE Student Services Conference in Nashville, many of you asked where to order copies of *100 Things Every Adult College Student Ought to Know*, which IPD gave out as one of the door prizes. The Cambridge Stratford Study Skills Institute's Web site, which can be found at <http://www.CambridgeStratford.com>, has information on how to order this booklet, as well as other products and services of the company.

Other products available from the Institute include the following:

- A 10-Hour Academic Success Seminar text entitled *Ten Tips for Academic Success*. This easy-to-teach and sequential seminar format is based on a hands-on learning theory that can easily be adapted to intensive two-day and weekend retreat formats that busy adult students seem to appreciate in starting college.
- *The Master Tutor: A Guidebook for More Effective Tutoring*, which was recently endorsed by the National Tutoring Association and has been adopted by over 1,500 colleges and universities as a basic reader for all tutors.



Applicable Federal Regulations Regarding Campus Definition

The following position paper was developed by Sandra Gillyard, Regulatory Specialist, Arthur Andersen, for IPD Partner Institutions at the request of Kristen Vedder, IPD Director of Student Financial Services/Regional Director of Accounting, and is reprinted by permission.

Executive Summary

Pursuant to your request, I have reviewed the applicable federal regulations regarding campus definition for campus security purposes. The results of that review are provided below.

Background

Previously one of the major problems with the annual crime statistics had been the exclusion of crimes occurring on public streets and sidewalks running between campus buildings or immediately around the periphery of campus. This had been an issue especially at schools in an urban setting. The original intent of Congress had been to exclude major highways and other areas unrelated to the campus, but the law had been interpreted by many schools and the Department to exclude areas most people considered to be a part of the campus—areas adjacent to the campus where there is frequent student pedestrian activity¹. As a result, the Amendments of 1998 made several changes to the campus security requirements.

Analysis

In an effort to provide a safe environment in which to learn and to keep parents and students well informed about campus security, the Department enforces the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*².

¹ <http://www.soconline.org/news/articles/coveringcrime.html>

² 2000/2001 SFA Handbook, Institutional Eligibility and Participation, pg. 2–198

Applicable Federal Regulations Regarding Campus Definition, continued

The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* is the landmark federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses. Because the law is tied to participation in federal student financial aid programs it applies to most institutions of higher education both public and private³.

Institutions are required to publish and distribute an annual campus security report **to enrolled students and current employees** in accordance with 34 CFR 668.41(e) by October 1 of each year⁴. For **prospective students and employees** the school must provide a notice in accordance with 34 CFR 668.41(e)(4) upon request⁵. In addition, institutions are now required to submit the statistical section of their Annual Crime Report to the Department on an annual basis by the date and in a form specified by the Secretary⁶ (Deadline for the year 2000 was 10/24/00)⁷.



Requirements regarding campus security report must be met individually for each separate “campus”. The Amendments of 1998 have broken the general definition of “campus” into three categories: campus, non-campus buildings or property, and public property. The campus crime requirements must be for any location that meets one of these definitions⁸.

Campus Definition

Campus

Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and is used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including residence halls; and

Any building or property that is within or reasonably contiguous to the area identified in the paragraph above, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or retail vendor)⁹.

Non-campus building or property

Any building or property owned or controlled by a student organization that is officially recognized by the institution; or

Any building or property (other than a branch campus) owned or controlled by an institution that is used in direct support of, or in relation to, the institution’s educational purposes, is frequently used by students, and is NOT within the same reasonably contiguous geographic area of the institution¹⁰.

Public property

All public party, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus¹¹.

³ <http://www.soconline.org/publicpolicy/cleryact>

⁴ 2000/2001 SFA Handbook, Institutional Eligibility and Participation, pg. 2–199

⁵ Id. pg. 2–200

⁶ 34 CFR 668.41(e)(5)

⁷ DCL Announcement posted 10/16/00

⁸ 2000/2001 SFA Handbook, Institutional Eligibility and Participation, pg. 2–200

⁹ 34 CFR 668.46(a)(1)

¹⁰ 34 CFR 668.46(a)(4)

¹¹ 34 CFR 668.46(a)(4)

Applicable Federal Regulations Regarding Campus Definition, continued

Department of Education Interview

During an interview with the Department, the following terms were clarified to assist institutions understand their responsibilities under the campus security regulations.

1. The regulations require the reporting of crimes which occur on public property “*immediately adjacent*” to the campus. Immediately adjacent refers to public property, such as a sidewalk, street, other thoroughfare, or parking facility, that abuts a facility that is owned or controlled by the institution and is used by the institution in a manner related to the institution’s educational purposes¹².
2. The term “same reasonably contiguous geographic area” refers to what is traditionally thought of as the core campus and property that is nearby enough to be considered part of the core campus¹³.
3. The Department was asked, “*What obligations do institutions have with regard to reporting crimes which occur at off-campus locations which are used by the institution for instructional purposes for limited periods? For example, an institution which offers classes for adult students in a hotel meeting room one night a week.*” The Department’s response was that “the term ‘*non-campus buildings or property*’ in this context covers only locations that are ‘owned or controlled’ by the institution. For example, if the institution leases or rents a location, it controls the location during the lease or rental agreement. If the location meets the other tests of non-campus buildings or property, the institution must treat it as it does its campus for purposes of reporting crime statistics¹⁴.”

Institutions may provide students and employees a map that depicts the campus, non-campus buildings or property, and public property for which the institution reports crime statistics. However, the areas depicted must comply with the regulations for campus security purposes. Moreover, institutions must make a reasonable, good faith effort to obtain statistics from local and State police for areas for which the institution must include statistics in its Annual Security Report. Institutions are not responsible for the local or State police’s failure to provide statistics nor verifying the accuracy of statistics that the local or State police provide¹⁵.

Conclusion

While adjusting to the new categorized definitions of “campus” may be somewhat burdensome, institutions must remember that they must comply with federal regulations. The Department must impose a civil penalty up to \$25,000 if the Department determines that a school has substantially misrepresented the statistical information required to be reported¹⁶. The Department is committed to assisting institutions in providing students with a safe environment in which to learn, therefore, incorporating the new provisions should not be taken lightly.

¹² <http://www.collegepubs.com/ref/SynCampusSecAct.shtml>

¹³ Id.

¹⁴ Id.

¹⁵ Id.

¹⁶ 2000/2001 SFA Handbook, Institutional Eligibility and Participation, pg. 2–199

Resource Links

This issue's Internet link topics are the adult learner and study teams. If you have found a Web site you would like to share with your colleagues, send it to us and we will include it in our next newsletter!

The Adult Learner

http://www.ed.gov/databases/ERIC_Digests/ed360946.html

Conrad, J. (1993). Educating part-time adult learners in transition. ERIC Digest. ERIC Clearinghouse on Higher Education. (ERIC, a national education information network, is part of the National Library of Education, U.S. Department of Education.)

<http://www.cln.org/inservice/itpd/alearn.html>

This is a Web page with links to sites related to adult learning theory provided by Canada's School Net, B.C. Ministry of Education.

<http://www.telusplanet.net/public/tddewar/oned2.html>

Dewar, T. (1996). Adult learning online. (An overview of online education, provided by the Maricopa Community Colleges Web site, originally published in *Cooperative Learning*, 1993.)

<http://nlu.nl.edu/ace/Resources/Documents/AdultLearning.html>

Brookfield, S. (1995). Adult learning: An overview. *International Encyclopedia of Education*.

<http://nlu.nl.edu/ace/Resources/Knowles.html>

Carlson, R. Malcolm Knowles: Apostle of andragogy. (Originally published in *Vitae Scholasticae*, 8:1, Spring 1989.)

<http://archon.educ.kent.edu/~nebraska/curric/ttim1/m1-cont.html>

This site contains materials from a workshop on the adult learner presented by the Nebraska Institute for the Study of Adult Literacy.

<http://odin.indstate.edu/level1.dir/adultlrn.html>

Crafton, T. (2000). Adult learning theory: A resource guide. Indiana State University.

http://www.newhorizons.org/article_billington1.html

Billington, D. D. (1996, 1997, 1998, 1999). The seven characteristics of highly effective adult learning programs. *New Horizons for Learning*.

http://www.newhorizons.org/crfut_knowles.html

Knowles, M. (1991, 1998). Lifelong learning: A dream. (From the book *Creating the Future: Perspectives on Educational Change* compiled and edited by Dee Dickinson.) *New Horizons for Learning*.

Study Teams

<http://borg.lib.vt.edu/ejournals/JTE/jte-v7n1/gokhale.jte-v7n1.html>

Gokhale, A. A. (1995, Fall). Collaborative learning enhances critical thinking. *Journal of Technology Education*, 7(1). This is an article about a study that examined the effectiveness of individual learning versus collaborative learning.

<http://www2.emc.maricopa.edu/innovation/CCL/whatweknow.html>

Johnson, D. W., & Johnson, R. T. (1993). What we know about cooperative learning at the college level. This is an article about the effectiveness of cooperative learning.

Student Services Global Distribution List

The Student Services global distribution list is available to allow you to consult with one another about common problems you face and solutions that have provided positive results. Use the list to share your success stories too! To utilize the list, open a regular email message and type ipdscc@uophx.edu in the TO: section of the message. When the email is sent, it will go to all the members of the list—more than 60 Student Services staff members at twenty-two IPD Partner Institutions and UOP! Clicking “Reply to All” in response to the email will send the response to all members of the list. Thanks to all who have been utilizing this list and to those providing timely responses to questions and requests for information.



To update the global distribution list, please send names and email addresses of Student Services staff members who are new or who are no longer with your institution to Judy Johnson, IPD Academic Affairs Coordinator, at (480) 557-1768 or judy.johnson@apollogrp.edu.

Study Team Videotape

The most recent version of the University of Phoenix’s study team videotape is now available from the IPD Academic Affairs Department. If you are interested in viewing a copy for possible inclusion in your orientation course, please contact Judy Johnson, IPD Academic Affairs Coordinator, at (480) 557-1678 or judy.johnson@apollogrp.edu or Deanna Boe at (480) 557-1088 or deanna.boe@apollogrp.edu.

Welcome, New Student Services Colleagues!

We continue to see new names and faces in Student Services at IPD Partner Institutions due to geographic expansion, enrollment growth, and staff turnover. We would like to welcome each of you to our CAAHE network. Please let us know how we can be of assistance to you in your new role. If you have specific training needs, contact Deanna Boe, IPD Director of Student Services, at deanna.boe@apollogrp.edu or call her directly at (480) 557-1088.

Cardinal Stritch University Welcomes New Education Counselor Angie O’Bryan

Angie O’Bryan has recently joined the staff of Cardinal Stritch University, Region III (Edina, Minnesota), as an Education Counselor. Angie comes to Cardinal Stritch with a master’s degree in counseling and psychological services from St. Mary’s University in Minneapolis, Minnesota. Before joining the Cardinal Stritch staff, Angie worked in the counseling department at a K–8 school. She is looking forward to her new role and to working with adult learners.



We Need Your Input!

Thank you to everyone who contributed articles and information for this issue. We encourage anyone who wishes to submit articles for the September issue to do so by August 15, 2001. Please email your contributions to Deanna Boe at deanna.boe@apollogrp.edu or Norman Larson at norman.larson@apollogrp.edu.

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