Student Services
N E W S

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Letter from the Chair

Dear Colleagues:

It has been a year filled with change, but being the dedicated committed student services professionals, we rose to the occasion. I take the opportunity to thank all in attendance at the CAAHE conference. For those who could not attend this year, the 2002–2003 new Student Services Commission Officers are vice chair Terri Beauregard (Baker University), and secretary Leslie Gay (Indiana Wesleyan University), and me, Nancy Atkins (Averett University). I will serve another term as chairperson; the vice chair Rosette Dubois (Albertus Magnus College) resigned for personal reasons. I hope you join me in welcoming Terri and Leslie to the Commission leadership. We are indeed thankful that they took the challenge of the Commission's primary responsibility of planning the forth-coming conference.

We have a site for our April 2003 conference! Our collective thanks to Dan Holland (Southern Wesleyan University) for volunteering to serve as host for the April 2003 Student Services Commission Annual Conference. So mark your calendars for April (day undecided) 2003 to visit the beautiful, city steeped in southern tradition—Charleston, SC.

The student services business meeting could not have been the success it was without your valuable input. We are delighted and agreed that we need to work smarter and not harder; the Student Services Commission will work diligently to fulfill your desire that we present best practices to streamline the way we perform particular task.

There were many interesting and informative workshops at the CAAHE conference, assessment being the major theme. Assessment should not be an issue related primarily to an accreditation body's agenda, but to the excellence of providing our students with the best possible services. In our institution, most of the performance measurement tool is centered on student services. That to me is a key indicator of the importance of our help profession. If students are not satisfied with expected services (qualified respectful faculty, clean classroom, access to textbooks and technology, efficient academic advising,)

then the institution's reputation suffers in bottom line language—loss of revenue.

One of the guest speakers, Dr. Thomas Angelo, University of Akron, in his presentation on Assessment gave us Seven Transformative Guidelines for Doing Assessment as if Learning Matters Most: build shared trust (begin w/lowering barriers to change); build a shared language (language must be understood to communicate); build shared motivation (sort issues and affordability); design backward and work forward; think and act systematically (understand advantages and limitations); take a scholarly approach (use what has been learned about individual and organizational learning, change and assessment) and don't assume, ask (use assessment to focus on what matters most).

 What matters most is providing our students with an excellent quality education that is their expected end from the institution they trust.

If you have ideas for guest speakers, workshops or topics for the upcoming 2003 Student Services Commission conference, please contact Deanna Boe at **deanna.boe@apollogrp.edu**, or Nancy Atkins at **natkins@averett.edu**.

I look forward to us helping each other to meet the vision of providing our students with the best possible services by surpassing their educational expectations.

Have a safe, wonderfully blessed summer. See you in Charleston, SC Spring 2003!!!

Nancy P. Atkins, Chair
CAAHE Student Services Commission
Averett University

The Results Are In!!!

Annual IPD/CAAHE Student Services Conference—Wins the Race

Conference evaluations have been reviewed and tabulated, and the Annual IPD/CAAHE Student Services Conference, which was held at the Radisson Riverfront in Covington, Kentucky on April 18–19, 2002, was a great success with participants! The two-day conference was hosted by Thomas More College's TAP Program. Of the 41 registrants from 14 CAAHE member institutions, 21 were first-time attendees.

Participants were surveyed this year using Zoomerang's online survey services. Of 41 invitations sent out via e-mail, 30 responses were received. Conference logistics such as the site, lodging accommodations, organization, food, and entertainment all received excellent ratings. Respondents also praised the keynote speakers for this year's conference. The opening keynote speaker, Dr. Kathie Nunley, spoke on "How the Brain Learns Through Adulthood." She shared information and insights on brain biology, current brain research, and brain functions to show how student services professionals can juggle learning styles, multiple intelligences, and mind styles when working with adult students in and outside of the classroom. Dr. Suzanne Metzger of Corporate Masters, Inc. closed the conference on the second day with a highly motivating presentation on "Finding the Right Path to Winning." Both speakers were enlightening and funny, passionate about their topic and energizing to the listeners.

On Thursday evening, participants enjoyed dinner and a tour at the spectacular Newport Aquarium. The conference ended on Friday with lunch at the Radisson's revolving restaurant on the 19th floor. Participants received door prizes, a conference T-shirt, and a certificate of completion for all attendees.

Here are sample comments in response to our question, *What did you value most about the conference?*

- "How well it was organized, it was obvious that a lot of planning and thought went into it. Thank you so much! The evening at the aquarium was awesome; and I loved and learned much from Dr. Kathie Nunley."

- "As always, the opportunity to interact and share ideas with colleagues from other institutions. I also genuinely appreciated the efforts of the planning committee, Deanna Boe, Judy Powell, Peg Asher, and Cora Hils in putting together such an organized conference. You all make it look effortless, but I know better! Kudos to you all!"

- "This was my first student services conference. I enjoyed it, met new people, and received insight as to what common strengths and weaknesses we have. I also learned about the differences between the schools."

- "Having the opportunity to meet with new student affairs members; sharing knowledge, and developing a stronger support network within the consortium."

- "A reinforcement of my right to choose my attitude towards challenges in life and student services in particular."

- "The presentations were great. Dr. Nunley was a great way to begin the conference."

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- "Of all the conferences I've been to, this one was probably one of the best. Thank you!"

- "The sessions with Drs. Suzanne Metzger and Kathie Nunley are invigorating. I go back to work with a better perspective on my job and how to deal with my students."

The success of this conference depended upon collaboration and teamwork among a large group of individuals, and I would like to thank them for their special efforts: Judy Powell, IPD Academic Affairs Coordinator; Gina Rosamilia, IPD Creative Services Coordinator; Peg Asher and Cora Hils, Thomas More College; Vikki Culbreth, IPD Contract Manager at Thomas More College; Jerry Shepherd, IPD Regional Vice President; Nancy Atkins, Student Services Coordinator at Averett College in Richmond; and Rosette DuBois, Stamford Site Coordinator and Educational Counselor at Albertus Magnus College; and Susan Kottke, Medaille College—without all of you, we could not have done it!

Deanna Boe
Director of Student Services, IPD

Student Services Listserv

Do you have a question or issue you would like to discuss with student services staff at the other CAAHE institutions? A success you would like to share? A problem you would like experienced help in solving? The Student Services listserv is a global distribution list available through IPD that allows you to consult with one another about the common problems you face and solutions that have provided positive results.

If you are not yet a member of the listserv, contact Deanna Boe, IPD Director of Student Services at **deanna.boe@apollogrp.edu**, and she will add your name and e-mail address. To utilize the list, open a regular e–mail, and type **ipdssc@apollogrp.edu** in the To: section of the message. When the e–mail is sent, it will go to all the list members. When responding to a question from another

member, click "Reply to All" and your e-mail will go to all members of the list.

Sometimes members of the listserv prefer to send personal responses. As a courtesy to the other members, we ask that the questioner compile the results of responses, whenever possible, and send them via the listserv to the entire group.

This listserv can be a valuable networking and learning tool. Thanks to everyone who utilizes this list, and to those providing timely responses to questions and requests.

Directors: Thank you for your updates to the list! Please continue to send us your staff changes so we can add new people to the list and delete those who have moved on.

OTHER LISTSERVS

Are you aware of other active, informative listservs related to adult learner services, prior learning assessment, or academic records? If you are, send the information to **deanna.boe@apollogrp.edu** and we will publish it in our next issue.

Adult Student/Learner Orientation Survey

During June we surveyed all IPD partner institutions' directors of student services on the orientation process for their adult students, using Zoomerang's online survey service. Of 25 invitations sent via e-mail, we received 12 responses. Survey findings are described here. Because we received responses from approximately 50% of those surveyed, this survey is not necessarily representative of those institutions that did not respond.

- Eleven of the 12 who responded hold an orientation session for students starting the associate's and bachelor's level programs; nine do so for the Graduate's level programs.

- Ten hold the orientation session one-week before the class start; one holds it the first night of the first course in the program.

- The length of the orientation session varies from 1- to 4-hours, with the majority being 2-hours. At two institutions, the orientation is 4-hours, at one it is 3-hours, at seven it is 2-hours, and at one it is 1-hour.

- At six institutions orientation is combined with registration; at six it is not.

- At ten institutions IPD personnel participate in the orientation session and at two they do not.

- Orientation sessions cover similar topics at most institutions. All 12 discuss selected policies and procedures from the student handbook and whom to contact for what; 11 discuss general information about the college/university and go over study group forms and out of class time expectations; nine include the mission of their institution and review the unique characteristics of the adult program. Three also cover financial aid information; one gives an overview of the first course; and one offers tips for success.

- In regard to the student handbook, 12 talk about class attendance; ten talk about the course tuition and withdrawal policy, go over the group calendar and the first assignment; seven cover grades; five cover grade appeals (the procedures for incompletes and for adding classes). At three institutions, the class representative is elected at the orientation session. Other topics mentioned by respondents individually were emergency numbers, school policies/procedures on closings, FERPA, course waivers, academic misconduct, class representative duties, library information, and program expectations.

- A video is shown at only one institution's orientation; it covers options for completing general education requirements.

- Staff members who participate in the orientation session include the director of student services (nine of the institutions); student services advisors (eight); an IPD representative (eight); the financial aid director or specialist (six); the facilitator/faculty instructor for the first course (four; may also be an administrator). At three institutions, the adult program dean or director participates; and at one the director of academic services. (At the institutions where a variety of staff members participate, all are not necessarily present at each orientation.)

- At two institutions the orientation session is combined with a degree completion planning seminar. Six institutions hold a separate degree completion planning seminar.

- Respondents were asked to rate the importance of the major purposes and objectives of the orientation session with a total of 100%. (Cumulative average percentages were rounded up, so it will not add up to exactly 100%. Ranges are included as responses varied considerably to this question.)

  - 29% - To cover policies and procedures (Range 10–50%)
  - 23% - To provide student with information about your institution (Range 5–20%)
  - 20% - To reduce student anxiety about going back to school (Range 10–40%)
  - 12% - To welcome the student (Range 5–20%)
  - 12% - To establish an institutional contact with the student (Range 5–30%)
  - 12% - Getting to know members of group (Range 0–30%)

- Ten of the 12 respondents are happy with their current orientation session and would recommend it to other CAAHE institutions; one would not.

- Nine of the respondents answered our question about tracking the percentage of students who attend orientation and do not start class. Two respondents said all students who attend orientation start class; four estimated 1–5% of the students who attend do not start class; two estimated 6–10% do not start class; and one estimated that 20% or more do not start class.

- Based on their experiences, several creative approaches or activities were suggested by respondents, including: a "breaking the ice" or "getting to know you" activity for associate students; an orientation binder that is a permanent resource for students; "FOCUS—Tips for Success," team-building activities; conflict resolution scenarios involving study groups for the associate's level students.

Individual Comments:

"I don't think we're particularly clever about what we do. We simply cover what we need to cover in a concise, informative manner. One key is the pace—we keep it moving so that we don't lose their interest. We pace our program with different "segments" so that there is a change of personnel at the front giving information. We believe that by doing this our students will connect with at least one person very well even if the others aren't as dynamic or compelling."

"We do not hold a separate orientation, but rather integrate university information into the first course of each program. Much of the information about the university is presented the first evening of the course, which can range from two to five sessions in length, depending on the program. A university administrator with faculty status teaches the first course. Consequently, what we do doesn't quite fit your definition of 'orientation' for this study, but we do present 'orientation-related' information to help introduce students to the institution, to our policies and procedures, and to our educational philosophy."

"Some of what we used to do in orientation we are now planning to feature as part of the first class students take. Some of what I've included in assessing our orientation process includes this. We'll have a better idea on how this is going to look for our new programming once our new cohorts get underway. However, what we have planned is built upon our previous model."

Learning is not the accumulation of knowledge. Learning is movement from moment to moment.

J. Krishnamurti

Student Services Commission Meeting Minutes

June 6, 2002
Indianapolis, IN.

Nancy Atkins (Averett University), Chair of the CAAHE Student Services Commission called the meeting to order at 10:30 a.m. The annual meeting began with introductions from each student services participant.

Nancy began by welcoming each person to the meeting. She extended much appreciation and thanks to Deanna Boe, Judy Powell, and IPD for their work with the commission over the past year. She also thanked Peg Asher and Thomas More College for hosting such a wonderful Student Services Conference in Covington, KY. The conference, entitled "Winning the Race" was held April 18–19, 2002.

By-laws were also reviewed and shared. If anyone is interested in obtaining a copy of the by-laws they can be accessed at www.caahe.org/commissions.htm, or in printed form by contacting Deanna Boe at IPD or Nancy Atkins.

Nancy then introduced the officers for the 2001–2002 term. Nancy Atkins, who serves as chair, was the only member of the board able to attend this years meeting. Vice chair Vikki Serrano (Cardinal Stritch University) relocated to California. Rosette Dubois (Albertus Magnus College), who had been secretary, replaced Vikki as vice chair, and Susan Kottke (Medaille College) became interim secretary to replace Rosette who replaced Vikki as vice chair. Rosette, who was in line for chair, announced her resignation for personal reasons from the committee at the Annual Student Services Conference.

Nancy Atkins (Averett) and Vikki Serrano (Cardinal Stritch) served as co chairs until Vikki relocated to California. At that time, Vikki was replaced by Rosette Dubois (Albertus Magnus), who had been serving as secretary. Rosette Dubois was unable to fulfill the duties of the position after the Student Services Conference in April 2002, so the position of vice chair became vacant. Susan Kottke (Medaille College), who was appointed as interim secretary to replace Rosette when she became co chair, was also unable to attend this meeting.

The officers for the 2002–2003 term were then elected. Nancy nominated Leslie Gay (Indiana Wesleyan University) to serve as secretary and then invited others to run for the position. There were no other volunteers, and Leslie Gay was elected by unanimous vote. Terri Beauregard (Baker University) was nominated to serve as vice chair and the floor opened for others to run. Terri was also elected by unanimous vote.

According to the by-laws, the vice chair automatically becomes the chair and the chair becomes the past chair. Since the vice chair office for the 2001–2002 term was empty, Nancy will remain the chair for the 2002–2003 term.

Deanna Boe (IPD) presented a report on activities of the commission and IPD over the past year. She first began by asking for a volunteer to host the next Student Services Conference. Dan Holland (Southern Wesleyan University) volunteered Southern Wesleyan. The conference will either be held in Myrtle Beach or Charleston, SC. Deanna mentioned that IPD covers most of the cost of the conference. Commission officers will work closely with the representatives of Southern Wesleyan to plan for the 2003 conference. Deanna also encouraged everyone to be thinking about possible keynote speakers for the conference and send suggestions to her or Nancy Atkins. Deanna reminded everyone that Student Services Training is available to new people in an online format. New staff members are now required to complete some of these online modules prior to attending the October/November orientation session in Phoenix, AZ.

Deanna also spoke of new IPD initiatives to make technology work to the advantage of all institutions. Interwise, a new product to IPD, will allow us to teleconference via online formats. This will encourage networking and learning year-round. Deanna also reported on new tutorial initiatives being developed by Dr. Deborah Hamilton. Math and English tutorials are currently being developed with the English portion available in July. Deanna reported on new possibilities with an MBA tutor in economics, finance, and accounting that will help bring students up to speed in these areas. These tutorials are now available in an online format from IPD. You may contact Dr. Hamilton for more information regarding this program at **deborah.hamilton@apollogrp.edu**.

Deanna briefly introduced NetOptions, a new instructional modality. With this program, the first and last workshop of the class would be held onsite while the middle workshops would be given in an online format. This would combine onsite and online learning.

Nancy asked for input regarding Student Services Commission Task Forces. Much interest was expressed in topics regarding class attendance tracking and study group tracking, but a task force previously set up to look at these issues had little activity as members moved on to other positions and there was no report. Possible ideas for new task forces the group discussed included: effective study groups, mediation, expectations, re-entry processes, core drop-in students, attendance tracking, and class reps. It was suggested that many of these topics be covered at the next Student Services conference rather than forming a task force. No new task forces were formed.

Further discussion on the 2002–2003 conference included possible themes. It was also suggested that there be presentations on successful processes where the process would be discussed step-by-step from beginning to end. A number of participants expressed strong interest in a theme of streamlining and helping us all to work smarter rather than harder.

The meeting was adjourned at 12:00 p.m.

Respectfully submitted,
Leslie Gay

The Changing Times

A new organization called the Center for the Study of Outsourcing and Privatization in Higher Education reported in a recent survey that companies like Barnes & Noble run more than 40% of college bookstores. Nearly half of the institutions surveyed contract out at least five services. Only 5% say that they manage everything themselves.

Kirp, D. D., (2002, March 15). Chronicle of Higher Education, B13)

Best Practices:
Using a Scanner with E-mail vs. Faxing

By Keith Blankenship and Margot Payne
Montreat College

One of the most difficult communication problems facing the Montreat College SPAS program is keeping everyone informed as to student enrollment plans. This means keeping the following offices informed of student registrations and withdrawals, cohort changes, and program changes: registrar's office at the main campus in Montreat, NC; the financial aid office in Montreat, NC; and the accounting office in Charlotte, NC. In the past, this was done by sending the forms via fax to each office, one at a time.

The problems with this type of communication—run the gambit from the wrong people picking up faxes that weren't meant for them to errors on the phone lines, or simply constant busy signals when trying to fax. All of these problems led to one solution—resending forms over and over, each time praying that the right party received the right amount of forms for the students. As you can imagine, this caused much confusion and aggravation on everyone's part. Of course, the ideal plan would be a shared database to which every office has access (the ultimate dream of every college campus).

We at the Montreat Asheville campus had a chance to try a scanner with *PaperPort* software. Once the forms were scanned into memory, they were sent to a file on our server. Our information services person (Monty Fountain) used a small program that would send the forms to a file in PaperPort where we change the file to a .tif file that can be read in Windows.

Now, all we do is e-mail the forms as an attachment. Instead of separately faxing forms to each office, we now send them to all the offices with one e-mail. Another advantage to this process is that once the forms are in a computer file, if someone says they did not get the forms, the e-mail can easily be resent to that person. No forms have to be pulled from files to be faxed again (possibly getting lost again).

Another advantage is the savings on long-distance calls for the fax machine. The process has saved dollars as well as time. It also saves on the wear and tear of the fax machine, extending its life for those items that cannot be sent any other way.

If your school is interested in this process, contact Monty Fountain (mfountain@montreat.edu) for more detailed information and approximate cost.

Study Group Slackers:

What Can You Do?

By Karen Hanson, Director of Student Services, Region III, Cardinal Stritch University

(Karen Hanson wrote this article for Stritch's College of Business and Management's student newsletter. Reprinted with permission.)

It's almost inevitable. Many groups report having a "study group slacker," someone who consistently lets down other members of the group, by not pulling his/her weight on group projects.

Does your group have a slacker? The following are tips on how to work through issues of a classmate who does not meet your expectations:

- Talk to your classmate, sooner rather than later. Sounds easy, right? It's that old communication thing again. Many times I hear from students who have become very upset over a problem, when they have done little or nothing to help resolve it. It is important to realize that, as humans, conflict will happen. Classmates will let you down. But, until you address the issue directly with the person, it won't go away. Do not let problems fester until you're too angry to appropriately deal with them. You will feel better about yourself; and your problem is likely to be resolved.

- Be assertive, yet tactful. Your message is important, and you want to deliver it in a way that will warrant results. Discuss the problem with your classmate in a sincere, honest way. Also, consider the time and location when you address a

problem. The chances for resolution are much greater if you talk to the offender one-on-one, and at a time when neither of you is in a rush.

- Keep in mind, there could be a reason students appear to fall short on their contributions. Sometimes life gets in the way of allowing students to give 100% at school— marital problems, illness, and child care issues are just some of the things that can hinder academic performance. Concerned classmates can actually help the student work through a personal problem, allowing them to refocus their efforts back on school.

- And believe it or not, some slackers are actually very well-intentioned, not even realizing they are a source of conflict within their groups. A good rule of thumb when confronting others is one we learned as children: *treat others as you would wish to be treated*. Nearly all will change their behavior accordingly.

- If talking doesn't work. In some cases, unfortunately, slacking off on group projects is deliberate. No amount of talking can persuade this type of student. If this happens to you, instructors often appreciate a heads-up from students about the situation, before the class starts. With advance notice, instructors might consider modifying their syllabi to incorporate peer evaluations, or find creative ways to assign projects so that one group doesn't feel "dumped on" by having the slacker on their team.

  We do not recommend flat-out refusals to work with each other, as group learning is the foundation upon which the Stritch Cardinal model of education was built. In addition, refusing to work with classmates often says more about you than it does about them.

- If you are the slacker. Perhaps it is you who lets down your team…If this is the case; it's time for you to be honest with yourself and with your classmates. While you might enjoy the ride while it lasts, relying

too heavily on others causes hard feelings at the least, and more seriously, you hurt yourself in the process.

Try to determine what prevents you from contributing your fair share. Whether a personal or job-related crisis, a learning disability, or simply a lack of motivation, you owe it to yourself and to your group to identify the root of the problem, then action can be taken to correct it. If your concerns are of a personal nature, or if you are unsure how to approach your group, you may either contact the Director of Student Services or your Education Counselor to help sort things out. Your classmates and we are here to support you. However, your open, honest communication is essential to our success in working together.

CAEL Conference
Human Capital: The Lifelong Learning Investment
November 79, 2002
Omni Shoreham Hotel
Washington, DC.

Choose from **8 Conference Tracks** including: Assessing Learning Outcomes; Attracting and Retaining Employees; Becoming an Adult Learning Focused Institution (ALFI); Exploring Experiential Learning; Policy Goals & Strategies; Using Technological Tools; Developing & Managing Partnerships for Online Education; Worker Education Partnerships.

Pre-Conference Workshops—Prior Learning Assessment Workshop and Behavioral Interviewing to Assess Employee Potential Workshop. See for session descriptions: **http://www.cael.org/Events/preworkshp.asp**.

Visit the CAEL Web site for more information about the conference and how to register: **http://www.cael.org**

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Student Services Profiles

Terri Beauregard

Director of Student Services for Baker University – SPGS

My major responsibilities are oversight of all SPGS student advisement, student communication, the class representative system, and other issues that affect student satisfaction and retention. I have been with Baker University–SPGS for just over eight-years.

I have nearly 20-years of experience in higher education, in private and public institutions. My experience includes admissions, academic records, academic advising/counseling, and student services.

I have a BA in English with minors in Business Administration & Journalism from Marymount College, and an MS in Counseling with an emphasis in Student Personnel from Fort Hays State University.

Greatest accomplishment in current position —Unfortunately, I generally consider it to be a significant accomplishment if I can get all my calls returned the same day I receive them! However, we just concluded the first year of a comprehensive AAB Retention Program, and I am so proud of the work the student services team has done to ensure the program's success.

A goal for the future—Someday, I really would like to get all my calls returned the same day receive them!

Special accomplishments outside of work: Outside of work?

Special area of expertise in student services and contact information (business e-mail, address, and telephone number/extension). I am not certain that I have a specific area of expertise (or perhaps, any expertise at all), but I believe the student services team at Baker has some nifty services and programs in place (retention, attendance tracking, and undergraduate advising, for example), and I am happy to share our experiences with others.

Personal highlights—married to Michael for 22-years (perhaps that is my "special accomplishment," or, perhaps it is his for putting up with me!) No children, unless you count "my" students. Hobbies and interests include my work (really!), reading, gardening, and cooking.

You can reach Terri through e-mail at: **tbeauregard@bakeru.edu** or call her at 913–491-4432, ext. 694.

Adult Higher Education Alliance

Creating New Meanings in Leading Learning

2002 Conference, Pittsburgh, PA, October 9–12, 2002

"This year AHEA will talk about the ways we are exercising leadership in our programs, in our schools and organizations, and in our professions to meet change. We know that our leadership models have to include collaboration among disciplines, partnerships among institutions and communities, constant learning, choices for learners, and dialogue with learners."

Susan L. Hawkins–Wilding

Coordinator of Student Services for Ohio Dominican University— LEAD Program

My major responsibilities as Coordinator are the coordination of three sites including the student services staff at each of these locations. Additional responsibilities include advising overflow, retention activities, registrar functions, admissions, and overall management of student service processes. I also teach several courses a year.

I have been with Ohio Dominican University for a little over a year now and started in our Adult Degree Program.

Prior to working at Ohio Dominican, I worked in admissions and career services at Capital University and as an academic advisor at Ohio State University with their Alternatives Program, a program for undecided and special needs students.

I have an MA in Educational Policy and Leadership, with a specialization in Student Personnel Administration from Ohio State University, and a BA in Communications from Youngstown State University.

My greatest accomplishment so far here at Ohio Dominican has been creating processes that help with the administration of our registrar functions. I have implemented checklists and created systems to help with student tracking and registration. I also created the module for our Interpersonal Communications course and am pleased with those results.

One of my main goals for the future is to continue to re-think the organization and function of our office. LEAD grew quickly and I think we are still looking for better ways to handle the direction and growth of our program. For example, I would like to implement block registration for our LEAD courses, as well as, create a program for our staff where we institute a mission statement for our office as well as for ourselves individually.

Special accomplishments outside of work I suppose would be reaching many of the little goals I have set for myself along the way. This includes traveling to Europe, skydiving, achieving my master's degree, and so forth. Some of my personal highlights include getting married to the most fantastic man, my dog Abbie (which is really viewed as our child), reading great books, and bike riding.

My special area of interest in student services is student development theory.
Hawkinss1@ohiodominican.edu
614–251-4751

Competition, Collaboration, Continuity, and Change
ACE 85th Annual Meeting

February 15–18, 2003

**Marriott Wardman Park Hotel
2660 Woodley Road, NW
Washington, DC 20008
202–328-2000**

Join 1,200 other college and university presidents, chancellors, senior administrators, and other higher education leaders at American Council on Education's 85th Annual Meeting, in Washington, DC.

Confirmed speakers include **Donna E. Shalala**, President, University of Miami. A variety of concurrent sessions will address topic areas under the theme of *Competition, Collaboration, Continuity, and Change*. Please contact ACE's Annual Meeting office at 202–939-9410 for more information.

Joan Dean

Director of Admissions and Student Services, Olivet Nazarene University—SGAS
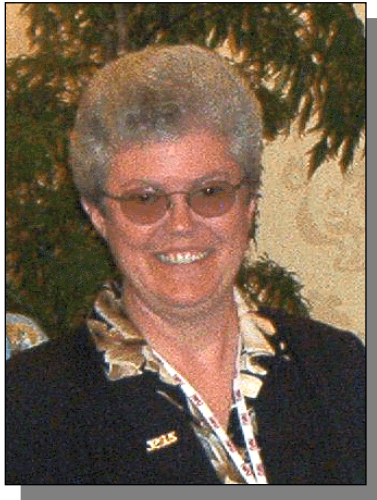
My title is "Director of Admissions and Student Services." That pretty well summarizes my responsibilities to oversee the registration process (acting as registrar for the division), and overseeing the whole process of student relations with the Olivet Nazarene University.

I have been at Olivet Nazarene for 11-years. For the first four-years I was an administrative assistant in the Education Department, and then I transferred to the School of Graduate and Adult Studies and worked for five-years as a student advisor. I have held this position for a little over two-years.

Summary of prior experience: That is really a mixed bag! Since my graduation from seminary, I have been a mother to two sons and active with my husband in various church ministries. For a significant part of that time I have served on church staffs as either Minister of Education or Youth Director. Other jobs I have held include Director of Social Work in nursing homes and church secretary.

I hold a BA in Bible from Vennard College, IA, and the MRE (MAR) from Western Evangelical Seminary in Portland, OR (now part of George Fox University).

Greatest accomplishment in current position: My first response to this question was "survival." We have been, and are still, in a steep growth curve. Organizing and reorganizing our department, in order to expand the number of employees to serve the growing numbers of students, has been a major challenge. I believe we are doing a better job now than we were two-years ago, and with twice the number of students.

The most challenging goal in the future is the placement of student services personnel at off-campus sites. I will be learning a new set of skills as administrator, and I find that exciting.

Special accomplishments outside of work: There are two other areas of my life that provide inspiration and keep me busy. I teach the required Survey of Biblical Literature course for most of our bachelor's completion programs, and really enjoy that work. As an ordained minister, I am also co-pastor of a small, rural congregation (along with my husband). This regular contact with down to earth farm people helps me keep my balance and perspective.

Areas of expertise: I guess all administrators are problem-solvers, and I have my share! But others tell me that I am at my best when dealing with hostile or angry students. I've done a lot of counseling in the past, and those skills certainly are useful here. My e-mail is **jdean@olivet.edu**, and my direct office line is 815–939-5001.

Personal information: My sons are on their own, but we stay in close contact. My older son teaches history at a local private high school; is married to a nurse; and they have three young children that are the brightest stars in my sky! My younger son married the day after college graduation a year ago; and is an engineer at Rockwell Collins, IA. They are not too far away to stay in pretty close contact. My husband is chair of the Department of History and Political Science here at Olivet Nazarene. If I had time, my hobbies would be houseplants, cooking, and reading!

"What we need are more people who specialize in the impossible."

Theodore Roethke

Adult Honor Societies Enhance Student Services

Often, adult learners are outstanding students, but do not get an opportunity to participate in an academic honor society because most cater to traditional students. Alpha Sigma Lambda, Pinnacle, and Omicron-Psi, the three adult honor societies, were created to recognize adult students for their achievements. All have specific membership criteria, such as a minimum GPA, minimum credit hours, and class ranking. We urge you to check out the three national organizations, each of which have unique features and benefits, and select the one that best fits your students' needs.

Alpha Sigma Lambda (ASL), the oldest and largest, was established in 1945 and will award eight $1,000 scholarships this year. Grants are based on leadership, scholarship, the quality of the student's application, need, and recommendation letters. ASL has 300 chapters and provides in-depth support to start a new chapter. ASL includes class ranking in its criteria but does not require demonstrated leadership or community/campus service. In addition to the application form, scholarship applicants submit official transcripts from current institution, a personal statement and one letter of recommendation. A selection committee is appointed by the president to determine scholarship recipients. ASL's national office is housed at Eastern Illinois University. ALS is unique among the three organizations in that they have a national conference each year at the American Council for Higher Education's Annual Conference. For more information, contact William Hine at **cswch@eiu.edu** or visit ASL's Web site at **http://www.eiu.edu/~alsiglam/**. Ray Campbell is the national president of ASL and can be reached at **Rwc24@drexel.edu.**

Omnicron-Psi (O-P), the youngest, was established in 1993 and has two levels of membership—silver for those enrolled in two-year institutions and gold for those enrolled in four-year institutions. O-P has 30 chapters and gives limited support to start a new chapter. They do not charge annual chapter dues. Annual scholarships amount to 30% of dues. The student fee is $25. Omicron-Psi membership criteria include class ranking demonstrated leadership and community/campus activities. Students who apply for scholarships must write an essay and also describe future plans for contributing to society. For further information, contact Diana Maunu at 605–329-2496.

Pinnacle was established in 1989 by Frank Julian, professor of legal studies at Murray State University, where the national office remains. Pinnacle is a non-profit organization with 200 chapters. Limited support is given to those who which to start a chapter. They do not charge annual chapter dues and annual scholarship opportunities are limited—they award around $200 to a few graduates each year. The student fee is $20 and includes pins. Student membership criteria include junior status, a class ranking of top 15%, and demonstration of community/campus service. Pinnacle does not have a Web site. For further information, contact Frank Julian at **fjulian@charter.net**.

*(*The information for this article was based on an in-depth report on adult honor societies in the *Nontraditional Students Report*. (2002, April), Vol. *4*, Issue 7. Alexandria, VA: LRP Publications. To subscribe to LRP or to order a copy of this issue, call 800–341-7874, ext. 347.)

Common Origination Disbursement (COD)

The Department of Education Streamlines Loan Processing

By Sandra Perez, ACS

As a result of ED's modernization initiative, the individual operating systems, the Web sites, and customer service centers for the Federal Pell Grant, Direct Loan, and Campus-Based Programs are being integrated into one COD processing system. This means that, beginning with 2002–2003 award year, the COD system replaces the Recipient Financial Management System (RFMS) and the Direct Loan Origination System (DLOS). All schools will submit 2002–2003 Pell Grant and Direct Loan award and disbursement data to the COD system. In addition, some schools will have the option of submitting Campus-Based disbursement information to help with FISAP reporting.

The COD system "speaks" the language Extensible Markup Language (XML) which is used for web applications. Schools that have operating systems that "speak" XML are referred to as Full Participants. Those schools that do not have operating systems that "speak" XML are referred to as Phase-in Participants. For 2002–2003, most schools will be Phase-in Participants.

During this first year of COD implementation, the RFMS and DLOS will continue to process 2001–2002 Pell Grant and Direct Loan data. In addition, the corresponding web sites and customer service centers will remain operational. However, once the 2001–2002 award year is closed out, the RFMS and DLOS systems will be retired.

Phase-in Participants must transition their operating systems to "speak" XML by the 2004–2005 award year. This means that mainframe schools must get their IT staff involved in implementation planning as soon as possible. Those schools that use third-party software should contact their vendors to discuss the vendor's implementation plan and schedule. Finally, schools that use EDExpress should be on the lookout for information about the scheduled implementation for 2003–2004.

All schools are encouraged to reference the Common Origination Disbursement Technical reference and share the information with their IT Departments.

An Exercise in Delayed Gratification:

A Reward Beyond the Paycheck

By Amy Thomsen, William Penn University

(Amy is an IPD admissions representative for William Penn's "College for Working Adults")

Recently, I gained one of the best rewards yet in my four-year career with IPD. During these past few years, I have received some wonderful rewards. I have been blessed With the privilege of earning recognition as a "Peak Performer" and have enjoyed the chance to travel to Phoenix, AZ and celebrate at lovely hotels, such as the Ritz-Carlton. As an outgrowth of being a Peak Performer, I have had the opportunity to learn and develop by sitting on the

Enrollment Advisory Council. Twice every month, I am rewarded with a paycheck, and it is gratifying to be able to help provide material things for my children and grandchildren. Coming from a modest blue-collar background, I have found such experiences to be a full realization of the "American Dream."

My latest reward, however, was not tangible, nor was it at all immediate. On the contrary, this reward took four-years in the making. This reward was the discovery that I had made a difference in the life of a student. This student will, in turn, go on to make a difference in the lives of numerous other students. The very first student I recruited is now nearing the completion of his Master of Arts in Adult Education and is planning to return to teach in our program.

Since I sometimes teach adjunct English courses here at William Penn University, I often frequent our Saturday faculty workshops. On this particular day, I was rather discouraged by recent events at work that were well beyond my control. I desperately needed something good to encourage and motivate me to keep going. The presence of my "first student" at the faculty workshop achieved exactly that. I cannot describe to you the pride I felt when he was introduced to our fellow faculty members. His participation in the discussion at the workshop revealed both a keen intellect and a mind in tune with current scholarly research. Had I not originally encouraged this student, he might still be miserably stuck in an unfulfilling career, remaining far from reaching his full potential.

This person's experience as a student at William Penn had affected him so profoundly that he went on to the next level. He now wants to give back to the same system that so inspired and nurtured him—a noble goal. As his Admissions Counselor, I had a part in that. Some rewards are well worth the wait.

"We have a hunger of mind which asks for knowledge of all around us, and the more we gain, the more is our desire; the more we see, the more are we capable of seeing."

Maria Mitchell

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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 February 5, 2003 issue to do so by January 15, 2003. Please e-mail your contributions to Deanna Boe at deanna.boe@apollogrp.edu.

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