

# Student Services

# NEWS

Volume 7, Number 1

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## Letter from the Chair



Happy New Year!

I hope this finds all of you experiencing a joyful, healthy, and productive 2004! The beginning of a new year is always an exciting time for me, filled with a spirit of renewal, anticipation, and hope. It offers fresh opportunities to resolve old problems, face new challenges, and explore inventive ideas. The possibilities for 2004 are limitless—at least until December 31, 2004!

The new year also allows me to address all of you as members of the CAAHE Student Services Commission. As usual, I have been struggling to find the right topic. When I became Chair of the Commission, I had no idea that one of the most difficult tasks would be writing a column for our quarterly newsletter! But, unexpectedly, my inspiration came to me in the form of a Christmas gift from my Student Services team.

I have the great pleasure and privilege of working with some of the most talented, committed, and caring individuals I have ever known. Their special skills extend to finding or creating meaningful and personalized gifts for one another. For Christmas 2003, my team created a basket of

memorabilia and a beautiful scrapbook for me commemorating our conference travels together. The basket overflowed with red slippers to remind me of the conference we hosted in Kansas with the *Wizard of Oz* theme, a Derby Pie (yum!) to evoke memories of our time in Covington, Kentucky, a book of Southern ghost stories as a reminder of Charleston, South Carolina, and a travel guide for Nashville, Tennessee. In anticipation of our 2004 conference, I even received a CD of Elvis' hits, to get me in the mood for this year's destination, Memphis, Tennessee.

The scrapbook, titled, "Student Services Travels the USA," includes photographs we have taken at each of the CAAHE Student Services Conferences that we attended. Each page reminds me of the wonderful times we have had together, the delightful team members we have added over the years, and the incredible cities we have visited. Kim's first visit to the ocean in Charleston, SC; Natalee's special skills as our resident travel agent and chauffeur for each conference; Lindsey's ever-present camera to document each step of the journey (particularly the embarrassing moments); and Joyce's map reading skills and unflinching optimism all come to mind as I peruse the pages. I cannot help but smile when I think of the special times the conferences have afforded my team and me. Our team has grown closer and stronger as a result, and I cherish the memories.

The reminiscences are not limited to my coworkers. I recall, with gratitude, the gracious commission members over the years who have

opened their cities and campuses to us; the opportunities to meet and befriend professionals from other CAAHE schools; and the many, many terrific ideas I've garnered from conference presenters and colleagues. The CAAHE Student Services Conferences are rich with energy, ideas, fellowship, and inspiration. They have had a profound and lasting effect on my professional development.

As we prepare for the eighth annual conference, "Rock Around Technology", hosted by Belhaven College in Memphis, TN (April 15–16), I am experiencing the same sense of excitement and anticipation that the new year brings. As part of the planning team, I know the committee has worked diligently to provide a program that will motivate, inform, and energize you. The professional collegiality will offer teambuilding opportunities and foster close networking and mentoring relationships. And the memories you create will last a lifetime.

Please make plans to join us in Memphis to make some memories of your own in 2004!

***Terri Beauregard, Chair  
CAAHE Student Services  
Commission  
Baker University***

### ***Financial Aid Quiz***

#### ***True or False:***

***Any "F" grade must be reported to Financial Aid. (See p. 10 for answer.)***



## **'Rock Around Technology'**

**Annual IPD/CAAHE  
Student Services  
Conference  
April 15–16, 2004  
Memphis, Tennessee**

"Rock Around Technology," the annual IPD/CAAHE Student Services Conference, will be hosted by Belhaven College in historic downtown Memphis on April 15 and 16, 2004. Fifty-three participants from 20 CAAHE member institutions and IPD have registered to attend the two-day conference, which will feature speakers and workshops on how to use technology to enhance services for the adult students.

Keynote speakers for the conference are Lucy MacDonald, Emeritus Faculty, Chemeketa Community College, and Project Coordinator for the Oregon Technology Infusion Project; and Darlene Burnett, a consultant on student-centered online services. Lucy MacDonald's presentation, "Don't Leave Your Students in the Heartbreak Hotel," will assist participants in

identifying student support resource needs and demonstrate her award-winning "How to Study" Web site. Darlene Burnett will present on "What Defines Good Online Student Services: How Can You Create High Tech/High Touch?" She'll talk about new trends in online student services and how they can impact student satisfaction.



**Memphis skyline by moonlight**

Workshop topics and leaders include a financial aid regulatory and technology update with Kristen Vedder of IPD; transitioning from paper to the Web at Belhaven College with ASPIRE Directors of Student Services; and how to use the tools and resources available on the Web to assist in the evaluation of military training with Dr. Fred Bolton of Averett University.

On Thursday evening, participants will get a taste of the local culture while enjoying a special night of dinner and entertainment.

Special thanks to IPD President Dr. Ron King for his continued financial support of this conference and to Alexa Behmer and Renee Columbus, Dr. Dan Fredericks, Dr. Colleen Ramos, and everyone at Belhaven College for volunteering this year to host what is shaping up to be another great student services conference!

## **Online Student Services Newsletter Focuses on Technology Issues**

The Fall 2003 edition of the StudentAffairs.com e-Journal, *Student Affairs Online*, an online publication devoted to emerging issues in student affairs and technology, includes several articles of interest:

### **Enhancing Collaboration In Student Affairs: Virtual**

**Advising.** Tony Cawthon, Pamela Havice, and William Havice discuss how technology can be used to strengthen the collaboration between faculty and academic advising staff.

### **Changing The Channel: Using Technology Effectively In**

**Student Affairs.** Nicole Boulais and Tina Sturgis discuss how to think about technology in regard to the Seven Principles of Good Practice for Student Affairs.

### **Web site:**

[http://studentaffairs.com/ejournal/Fall\\_2003/](http://studentaffairs.com/ejournal/Fall_2003/)

## **2004 CAAHE Conference: 'Systems Thinking: Making the Connections'**

The 2004 CAAHE Conference is being hosted by Medaille College in Buffalo, NY. The conference will be June 9—11 at the Hyatt Regency Buffalo, Two Fountain Plaza, Buffalo, NY 14202. The phone number is (716) 856-1234. The room rate is \$119 plus taxes per night.

## 2004 CAEL Conference

The 2004 Council on Adult and Experiential Learning (CAEL) International Conference, "A Magnificent Milestone: Celebrating 30 Years of Adult Learning" will be held November 11–13, 2004, in Chicago at the Westin Hotel on Michigan Avenue. Conference sessions will include topics such as Prior Learning Assessment (PLA), Adult Learning Focused Institutions (ALFI), Lifelong Learning Accounts (LiLA), and Worker Education Partnerships. (See <http://www.cael.org>.)

## Gramm-Leach-Bliley (GLB) Act of 1999 Enforces FTC's Safeguards Rule

As of May 23, 2003, institutions are required to comply with the Federal Trade Commission's (FTC's) Safeguards Rule, pursuant to the Gramm-Leach-Bliley (GLB) Act of 1999. According to the GLB Act, institutions are to protect certain individually identifiable financial information. Copies of the *Federal Register Notice* and a business alert, *Safeguarding Customers Personal Information: A Requirement for Financial Institutions* are available from the FTC's Web site at <http://www.ftc.gov>.

Under the Safeguards Rule, financial institutions must have a written information security program in place. The program must ensure the security and confidentiality of customer records, protect against anticipated threats or hazards to the security of

those records, and protect against the unauthorized access for or use of such records or information in ways that could result in substantial harm or inconvenience to students. Therefore, in order for institutions to be in compliance with these requirements, they must develop, implement, and maintain a "comprehensive information security program" that is "written in one or more readily accessible parts" and that includes "administrative, technical, and physical safeguards" designed to protect customer information. The Safeguards Rule is posted at <http://www.ftc.gov/privacy/qlbact/>. Failure to comply with the Safeguards Rule could result in FTC enforcement actions, which could lead to consent decrees and the imposition of fines or other penalties.

For additional information, please go to:

<http://www.educause.edu/issues/issue.asp?Issue=glb>

*Source: Hot Topics, IPD Financial Aid News, January 2004, p. 1.*

## Survey Cites Critical Support Services for Online Programs



A random survey by *Nontraditional Students Report* of educational institutions offering online programs identifies which support services campus administrators rate as the most important. According to the 12 institutions that responded to

the survey, the top five support services are

1. Technical support via the Web.
2. Course information and grades online.
3. Remote access to library systems and books.
4. Access to buying textbooks online.
5. Academic tutoring via the Web.

All of the institutions that responded offer a remote library, 11 offer textbooks online and limited tech support, and 10 offer course information and grades online. Eight have a toll-free help line, although only two offer 24/7 tech support. Six offer academic counseling via the Web, online writing labs, and virtual student groups; and five offer tutoring via the Web.

*Source: Nontraditional Students Report, November 2003, p 7*

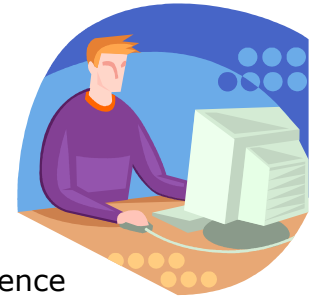


## **IPD Online Tutorials Available**

IPD's College Competency Tutorials are now available. The Personal Math Tutorial<sup>SM</sup> (PMT<sup>SM</sup>) and the Personal English Tutorial<sup>SM</sup> (PET<sup>SM</sup>) are designed to provide students with a solid, basic foundation in English and in math. The PMT is an introductory tutorial directed toward building the basic math skills requisite for success

in higher-level college courses. The PET enables the student to hone his or her skills in parts of speech,

punctuation, sentence structure, grammar, and composition. It emphasizes the basics of the English language, providing examples throughout each lesson. Dr. Deborah Hamilton can provide further information on implementation of the College Competency Tutorials.



## **IPD Offers Retention Survey**

Data collection on reasons that students withdraw from your program can occur by utilizing the Web-based student surveys developed by IPD. A review of persistence literature influenced the content of two locally developed Likert Scale surveys, the Student Exit Survey (SES) and the Student Retention Survey (SRS). Both Web-based surveys consist of 10 to 12 demographic variables and the same 24 attrition/retention variables phrased differently to accommodate the target audience. The four major variables, each consisting of six sub questions, are categorized as personal, academic, financial, and student services. The SES also queries students concerning nine variables that could have affected their decision to withdraw from their program. Student responses are captured, forwarded to IPD Corporate, and analyzed using the Statistical Package for the Social Sciences (SPSS). Dr. John Lopez can provide further details concerning implementation of the surveys.

## Articulation Initiative for CAAHE Institutions Takes Shape

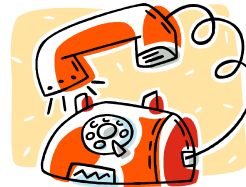
IPD has partnered with Apollo Group's Prior Learning Assessment Center (PLAC) to assist CAAHE institutions in developing articulation agreements with community colleges, nationally accredited institutions, and corporations. The goals of this initiative are to facilitate student transfers; improve retention; foster positive working relationships with other local and regional higher education institutions, and create an additional tool for recruiting qualified students.

Wallis Stemm, Director of the Center for Prior Learning Assessment; Ruth King-Cole, Associate Director; and Nicki Boone, Associate Evaluator, are working with Deanna Boe, IPD's Corporate Director of Student Services, who is overseeing the project for IPD. Thus far, three CAAHE institutions have begun the process, and several more have expressed interest.

The articulation initiative is available to all CAAHE institutions and addresses adult program staffing and resource issues. Developing articulation agreements can be labor intensive, but with the assistance of Apollo Group's seasoned professionals, staff time is considerably reduced. Available services include the development of a formal agreement and course and program transfer guides.

Deanna Boe can provide further details on implementation of an articulation program.

## IPD Call Center Launches Student Retention Initiative



IPD's Call Center is launching a program to assist IPD and its clients in student retention efforts. At

partner institutions who elect to take advantage of this free service, each new student will be contacted during the first three courses to address any concerns and to provide encouragement. Students will be called up to five times: the day after the first, second, and third classes of the first course, the day after the first class of the second course, and the day after the first class of the third course. The caller checks in with the student to find out how the class went and if the student had a positive experience.

Student feedback—both positive and negative—will be passed along to the appropriate adult program staff members, who will be determined in advance. Students will also be asked for comments or recommendations about the program during the call of the third course. Concerns will be referred to previously identified individuals with a promise of follow up within a specific timeframe.

The Call Center can also be used as an "early alert" system to identify students who need assistance in writing and math.

## Participants Praise Annual IPD Orientation for New Client Personnel



The fourth annual IPD new client personnel orientation was held in Phoenix on September

30-October 1, 2003. New academic and student services personnel were invited to attend the annual event with airfare, lodging, training, and meals paid for by IPD. Twenty-two participants from IPD client institutions attended sessions at Apollo Group headquarters and stayed at the DoubleTree Guest Suites as guests of IPD.

Training topics included the IPD adult learning model, IPD services and resources, a financial aid regulatory overview, student tracking, learning teams, the Americans with Disabilities Act and Federal Educational Rights and Privacy Act (FERPA) regulations, prior learning assessment, student admission and advisement, and regional and national accreditation standards.

After a full day of workshops on Tuesday, attendees enjoyed dinner under the stars at Rustler's Rooste, a Western-themed restaurant on South Mountain at the Hilton Pointe Resort.

Survey results indicated the orientation accomplished its goals with participants. A sample of the comments received includes the following:

*"I cannot express enough how grateful I am to all of you who sponsored, arranged and conducted this conference. IPD is so very generous! Thanks so much! I learned a great deal from the speakers/topics presented, as well as from communication with staff from the other academic institutions! We have much to implement and revise in our service to students!"*

*"Everyone was very friendly and helpful. Thanks for making us feel so welcome."*

*"A wonderful, inspirational, and informative time."*

*"I found the conference a great resource. It is good to know exactly what IPD is, how you are set up, and your purpose. Very much needed for any colleges involved with IPD."*

*"The orientation conference was a wonderful experience. I enjoyed meeting the IPD staff and other academic advisors. The hotel stay was fabulous and so were the meals. The content of the sessions was interesting and helpful being new to student services. I took away valuable knowledge. Thank you for everything and continue your hard work in planning these conferences. It really made a difference for me in my success at X College."*

Fourteen student services staff members attended the orientation:

Darci Gerber, Academic Advisor, Ohio Dominican University; Happiness Mapira, Director of Student Services, St. Gregory's University; Robert Kurland and Jacqueline Jones, CAPS Student Advisors, Centenary College; Andrew Goodman and Jill Meiller, Educational Counselors, Cardinal Stritch University; Kimarie Whetstone, Sonya Snowdon, and Lauren Rayment, Academic Advisors, Montreat College; Teresa Gray and Michaele Tomrell, ACE Academic Advisors, Cornerstone University; Morgan Niebur, Director of Academic Counseling, Cardinal Stritch University; Pamela Campisi, Educational Counselor, Albertus Magnus College; and Renee Columbus, Director of Student Services, Belhaven College.



## Web Links for Grant Opportunities



If you can write a convincing proposal, you may be able to obtain funding for an adult program student services project.

The first step is to identify possible funding sources. Links to grant opportunities on the Web are endless, but here are several of the best:

The Foundation Center  
[www.fdncenter.org](http://www.fdncenter.org)

*A comprehensive listing of foundations, corporations, charities, etc.*

TechLearning.com  
[www.techlearning.com](http://www.techlearning.com)

*Free search engine specializes in technology grants.*

Education World  
[www.education-world.com/higher\\_ed](http://www.education-world.com/higher_ed)

*Includes directories of funding sources as well as other useful links.*

The Catalog of Federal Domestic Assistance  
[www.cfda.gov](http://www.cfda.gov)

*The U.S. Government's grant website.*

*Source: Nontraditional Students Report, September 2003, p. 7.*

## ED Clarifies Life Experience Credits and Grade Level Questions

We have received clarification from the U. S. Department of Education concerning new verbiage in the 2003-04 *FSA Handbook* relating to transfers and grade level and are pleased to confirm that CAAHE institutions may process aid as in the past.

The handbook (pp. 8-23) states the following:

*"An associate or bachelor's degree gets counted towards the grade level, if it is a pre-requisite for enrolling in an eligible program. Thus, a student with an associate's degree who enrolls in a 4-year school is eligible for 3rd year loan limits if the associates degree is required for entry into the eligible program. However, if your school does not require an associate's degree for admission, the student would only be eligible for first-year loan limits.*

*Credits awarded for 'life experience' do not affect the grade level—only academic credits earned for coursework."*

The errata updates that were published in November 2003 deleted the above paragraph referring to credits for "life experience."

To clarify, if a student transfers into a bachelor's program at a new school and has enough transferring credits to be classified as a second- or third-year student, the new school may classify the student at that level based on the number of credits accepted from the prior school. If an associate's or bachelor's degree is required for entry into a specific program, the school



and starfish all along it? You can't possibly make a difference!"

The young man listened, politely, then bent down, picked up another starfish, and threw it into the sea (past the breaking waves) and said, "It made a difference for that one."

-Adapted from The Star Thrower by Loren Eiseley

*Submitted by Marietta Sanford,  
Averett University*

### **The CAAHE Student Services Commission Welcomes New Student Services Staff**

**Alyce Golowash**, Shorter College, Academic Advisor

**Amanda Roden**, Belhaven College, Director of Student Services

**Amy Auten**, Montreat College, Academic Advisor

**Amy Layhew**, Olivet Nazarene University, Student Services Counselor

**Betsie Potasz**, Shorter College, Admissions Specialist

**Bob Coleman**, Shorter College, Site Coordinator-Riverdale Campus

**Emily Harrod**, Baker University, Student Services Counselor

**Indira Kinraid**, William Penn University, Manager of Computer Resources

**Jackie Waldron**, Cornerstone University, Assistant Registrar

**Jeff Boyd**, Olivet Nazarene University, Student Services Counselor

**Kate Howard**, Belhaven College, Coordinator of Student Services

**Kenyatta Sterling**, Belhaven College, Coordinator of Student Services

**Kristine Wilkie**, Belhaven College, Coordinator of Student Services

**Robert Kurland**, Centenary College, Director of Student Services

**Ronn Newby**, William Penn University, Academic Advisor

**Stephanie Mohler**, William Penn University, Academic Advisor

**Traci Collins**, Baker University, Student Services Counselors

Let us know if you have new staff members who are not on this list, and we'll make sure they are included in our next issue!

### **Student Services Bookshelf**



*The Virtual Student: A Profile and Guide to Working with Online Learners*, by Rena Palloff and Keith Pratt, is a practical guide to working with online students. 2003, \$29.00, [www.bn.com](http://www.bn.com).

*Responding to Adult Learners in Higher Education*, by Carol Kasworm, Cherly Polson, and Sarah Fishback, looks at admission, entry, advisement, support, and retention. 2002, \$26.50, [www.bn.com](http://www.bn.com).

*Adult Students Today*, by Carol Aslanian, is a major nationwide College Board study on adult students' learning patterns, preferences, lifestyles, and motivation. 2001, \$24.95, [www.aslaniangroup.com/resources/adultstudents.html](http://www.aslaniangroup.com/resources/adultstudents.html).



### **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 August 2004 issue to do so by July 15, 2004. Please e-mail your contributions to Deanna Boe at [deanna.boe@apollogrp.edu](mailto:deanna.boe@apollogrp.edu).

The Student Services Newsletter is produced and distributed by the Institute for Professional Development (IPD), a higher education development and management corporation that assists private colleges and universities in developing unique adult-oriented degree programs. IPD is a member of the Consortium for the Advancement of Adult Higher Education (CAAHE<sup>SM</sup>).

### **Editorial Staff**

|                               |                                |
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| <b>John Lopez</b> .....       | <b>Contributor</b>             |
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