



Student Services

NEWS

Volume 1, Number 1

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Here's our first newsletter, and we need your input!

IPD's Office of Student Services is soliciting ideas, articles and information for our newsletter. It will be a cooperative effort among IPD-affiliated schools, published quarterly and dedicated to assisting all student services staff.

As you can see from this debut issue, the newsletter will include short articles related to adult student services and trends in nontraditional education.

We will also pass along information on regional and national conferences, including calls for proposals and will keep you up to date on student services at all CAAHE institutions.

Please send your contributions to Deanna Boe, Director of Student Services, Institute for Professional Development, 4615 East Elwood Street, Phoenix, AZ 85040. We look forward to hearing from you.



Linda Fitzhugh of LeTourneau University gives tips on how to talk "Tejas" to the Student Services Conference.

New technology focus of CAAHE June conference

The annual CAAHE conference is just around the corner. This year the theme is "Technology and the Expanding Classroom." The conference will take place at Olivet Nazarene University in Kankakee, IL. and is scheduled to begin on Thursday, June 12 at 1:30 p.m. and will close at noon on Saturday, June 14.

Carol Maxson, Chair of the Student Services Commission, prom-

ises some interesting and stimulating group sessions. Among the presenters are Royce Ann Collins of Baker University, who will discuss scholarships and graduating with honors, and Joan Dean of Olivet Nazarene University, who will share the results of a survey of CAAHE institutions regarding study groups and responses to the DOE's 12-hour rule.

Student Services

Conference rated as huge success

Student services representatives from 17 CAAHE/IPD-affiliate institutions converged on Dallas February 27 and 28 to participate in the first IPD-sponsored Student Services Conference.

Participants rated the conference, which was hosted by LeTourneau University, as an excellent opportunity to network, share experience and knowledge and to get to know one another.

The conference addressed many issues student services directors and

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Enthusiasm runs high at Student Services forum

Hailed as 'a benchmark for the future'

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student advisors face daily and showcased many of the talented student services staff at CAAHE institutions. Thanks to the creative efforts of LeTourneau, the presenters and participants, the Dallas conference will serve as a benchmark for future student services conferences.

Thank you to everyone who made the conference fun and exciting. A special thanks to: Linda Fitzhugh, Associate Dean and Director of Student Services at LeTourneau University; Betty Kesterson, Student Services Coordinator and Melody Davis, Student Services Secretary at LeTourneau in

Dallas; Judy Hogan, Student Services Coordinator at LeTourneau in Houston; Carol Maxson, Director of Student Services at Olivet Nazarene University; and Paula Dobler, Operations



Audrey Hahn presents on IWU's chaplaincy program

Coordinator at IPD Corporate.

Dr. Robert Hudson, Dean of the Division of Graduate Adult and Continuing Studies at LeTourneau in Longview, delivered the opening keynote address on the well-chosen topic "Value-Added Leadership: A Commitment to Service."

UOP to hire new assessment director

The search for a new director for the University of Phoenix's Assessment Center is underway. In the interim, Blanche Berreman has assumed the position of acting director.

Congratulations to Elizabeth Tice, who leaves the director position to accept the position of Associate Chair for the Department of General Studies.



Student Services Conference participants share a light moment during a break.

The workshops and presentations were lively and informative, included were:

- A Teambuilding Workshop for Student Services and Program Reps (Royce Ann Collins and Jan Asnicar of Baker University);
- Personal and Career Advisement for the Adult Student (Carol Dillon of Fontbonne College);
- Study Groups and Financial Aid (Kristen Vedder of IPD);
- Study Group Issues (Cindy Cerro of Cardinal Stritch College);
- Student Retention (Royce Ann Collins of Baker University);
- Chaplaincy Programs (Dan Holland of Southern Wesleyan University and Audrey Hahn and Sharon Drury of Indiana Wesleyan University);
- Working with Problem Students (Catherine Strate of Albertus Magnus College and Joan Dean of Olivet Nazarene University);
- Goal Setting (Carol Maxson of Olivet Nazarene University).

BULLETIN BOARD

- IPD is funding a \$20,000 CAAHE research project on learning outcomes assessment. Peter Jonas of Cardinal Stritch College is coordinating the project, which will compare the learning outcomes of traditional and nontraditional business administration students.
- The annual IPD financial aid conference is scheduled for June 18-20 in Phoenix.
- A new handbook on articulation is available from IPD's Office of Student Services.

Student retention: Take the challenge

by Royce Ann Collins

We all want it. We all need it. How do we get it?

"If you want to interact effectively with me, to influence me—coworker, boss, spouse, friend, (student)—you first need to understand me. The real key to your influence with me is your example, your actual conduct."

-Stephen Covey, Seven Habits of Highly Effective People

Our conduct is the key to retention. Everyone's conduct at the institution is important. Retention starts with the first contact made with a potential student and never ends.

The message must be accurate and consistent throughout the student's experience. The handoff from the recruiting staff to the student services staff will be the most effective if it is personal.

Attend class starts. I make a personal visit to each class start, hand each student my business card, welcome them to the university and

Adult learner profile

- 85% of undergraduate adults return to college because of career changes; 40% because of change in family status.
- 66% are female.
- 30% return to college full time and 70% part time.

(Source: The College Board, "Characteristics of Adult Learners")

encourage them to call me if they have any questions. I explain that the recruiters (IPD) will be working with new applicants and now, as students, they will be assisted by the Student Services staff. We are there to assist the students in the process of obtaining a degree.

Track students and follow up.

Track the students who withdraw and follow up on them. It is important to know why the students are withdrawing and if and when they would

like to return. If a student tells me his or her job is very busy and it is necessary to withdraw from classes for three months, I explain the date classes will begin with another cohort and try to schedule the student for that class. If a student cannot give me a definite answer at that time, I mark my calendar to follow up with the student in three months.

Keep notes on conversations.

Keep good notes on your conversations with students. People feel very special if you can ask about their situation in a knowledgeable manner. Keeping good notes of specific circumstances or events helps start a conversation. For example, "I remember you were having a baby. How is everything?" or "The last time we spoke your company was laying off employees. How are things now?"

Develop retention reports.

Track the number of withdraws and re-admissions. Know why students are withdrawing, then work on getting them back. I think part of the

Top social and personal challenges facing nontraditional students:

- Establishing a comfort level with being an adult learner
- Prioritizing assignments and obligations
- Time management
- Networking with others
- Managing multiple life roles
- Becoming acquainted with and accepted by other adult learners
- Having confidence explored and tested
- Being assertive in a new, unknown environment
- Dealing with changes in relationships
- Taking the initiative in new situations

(Source: *Student Success Strategies*, by Cathie Hatch)

student services responsibility is to keep the students in the program; therefore, I want to be able to show proof of retention. Develop reports which answer the questions of your administrators. With higher education administrators, explanations in a numeric format are very well-received. (Three reporting devices Royce Ann Collins uses are included in this newsletter.)

Take the challenge. Take pride in your ability to keep students and to get them to come back for a second degree. I challenge you to get more referrals for the institution than the recruiting staff.

Remember, actions do speak louder than words.

(Royce Ann Collins is the Director of Academic Records, Prior Learning Assessment and Student Services for Baker University's School of Professional and Graduate Studies. Royce Ann delivered a presentation on student retention at the Student Services Conference.)

Financial Aid: Further clarification of the requirements for study groups

by *Kristen Vedder*

Study groups have long been an integral portion of the educational experience in the IPD academic model. Federal financial aid regulations have increased the importance of study groups for those students seeking federal financial aid assistance.

Regulations applicable to credit hour programs not using semesters, trimesters or quarters, require a minimum of instructional time for a student to be eligible for aid. While the regulation defining instructional time is referred to as the 12-Hour Rule, students enrolled in programs of study which meet less than 12 hours per week continue to be eligible for aid.

For programs not offering 12 hours of instruction per week, the

minimum length of the academic year is proportionately increased.

The instructional time can include regularly scheduled instruction, examinations, or preparing for examinations, but does not include orientation or counseling.

Recent written communication from the Department of Education confirms the use of study groups to meet the instructional time require-

ments. However, the study group's hours must be required by the institution and the group must meet at a site under the control of the institution. These requirements should be distributed to all current and potential students.

(Kristen Vedder is IPD's Financial Aid Specialist and can be contacted at (913) 827-7584 for more information.)

Study groups: Sharing talent and experience

by *Cindy Cerro*

How are study teams used in an adult accelerated degree program? What is the purpose of study groups or study teams? How are they created? What are the stages of team development? What factors influence team dynamics? This article will touch on all of these areas.

Cardinal Stritch College uses study teams in its degree programs as a way to share the talents and experiences of the students. Sharing these resources in a team environment allows the team to cover more material in a shorter length of time. This method of learning demands participation.

Study teams are created and used in many different ways. Creating a team by first identifying the skills needed and pairing team members by their strengths creates the most productive team possible. This improves creative thinking and problem solving in the team. Often,

groups are created to accommodate where people live. It is recommended that the faculty member serve as a facilitator of the group process by establishing a positive tone and guiding the team.

Four stages in team development are commonly recognized: forming (orientation stage), storming (disagreement), norming (group rules are established), and performing (achievement of goals). Teams move through these stages during their life cycles. These stages affect the dynamics of the team including group size, development of roles and norms, group leadership and the ability to resolve conflict.

When mediating group conflict, it helps to understand the purpose and functions of team dynamics. Depending on the severity of the conflict, you must decide the level of involvement necessary. I recommend that the first step involve the student(s) dealing with the conflict themselves, without intervention. Second, the faculty member becomes involved as a mediator. If everything else fails, the college may need to get involved.

(Cindy Cerro is Student Services Director, Region II, for Cardinal Stritch College's Programs in Management for Adults.)

CAEL and Alliance set forum in Washington

The Council for Adult and Experiential Learning (CAEL) and the Alliance are co-sponsoring a conference November 16-19 in Washington, D.C.

Goals of the conference are to advocate the needs of adult learners, create opportunities for those involved in adult learning and to provide a forum for discussing the issue of lifelong learning.

Call (518) 464-8535 or fax (518) 464-8777 for more information.

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