



# Student Services

# NEWS

Volume 5, Number 3

September 2001

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## Letter from the Chair

### Making A Difference

Everyone is talking about leadership. It is the prevailing word for the new millennium. Experts on the topic are numerous, leading one to believe that personnel in higher education should have high morale and a clear, focused direction in which to be moving.

Student Services is an admirable profession that makes a difference in lives on a daily basis. Spruill and Benshoff agree that counselors play an important role in the professional development of their students.<sup>1</sup> In the Student Services profession, as in other professions, it is more important to be leaders who make a difference in a person’s life than to know the various theories on leadership.

<sup>1</sup> Atkins, N. (1999). *What are the counseling needs of the adult learner?* Unpublished master’s thesis.

## Letter from the Chair, continued

Are institutions of higher education aware of what makes a difference to Student Services personnel who operate in the trenches, the front-liners? Commendation and empowerment are two very necessary tools that help make a difference. According to Afsaneh Nahavandi, “Leaders in both large and small organizations are encouraged to give up power to their followers, and many case examples and anecdotes illustrate that empowerment can be a motivational tool and lead to increased performance.”<sup>2</sup> In an era of budgetary constraints, monetary offerings are not always feasible or obtainable, but empowerment of personnel can yield respect and higher morale.

The Student Services profession demands mental, emotional, and physical energies, as well as the challenge of confronting the same issues our students face: family, maintaining relationships or maintaining stability after resolution of relationships, doubts, dilemmas, attitudes and values, and, in some cases, being students ourselves (Atkins, page 18). Recently, a student in our master’s program passed away, and when I talked with his wife, whom I had never met, she said that she knew me because Steve spoke of me highly. I shared her remarks with a coworker, Pam Taylor. Pam said, “Nancy, you make a difference in students’ lives, but you are in a thankless job.”

In service careers, suffice it to say that making a difference must frequently be a motivating factor. Student Services leaders, those who make a difference, possess power that generates respect not for position, but for a caring person. The attainment of knowledge is not for boasting, but for dissemination to others to increase their confidence levels, knowledge, and growth. Students look to Student Services personnel to guide them in their quest to fulfill a vision—a hard-earned college degree!

COLLEAGUES, YOU DO MAKE A DIFFERENCE!

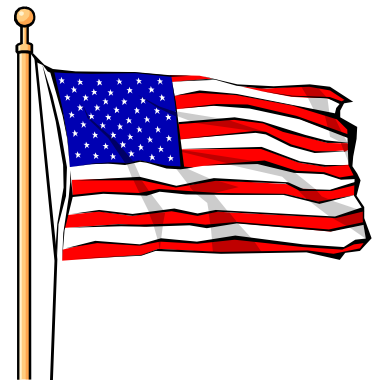
*Nancy P. Atkins  
Averett University  
Chair of the CAAHE Student Services Commission*

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## Why Focus on Education at this Crucial Time in our Nation’s History?

In light of recent events in our nation, it is tempting to pull one’s focus away from education. Many have come to view their priorities much differently now that our world has significantly changed. In the shadow of recent mass deaths, we may find ourselves questioning whether education will still be a high priority to those who were thinking of school prior to the tragedies of September 11th. We ask ourselves, “How can I create excitement and enthusiasm for adult education at a time when our nation is blanketed in grief?”

As our military prepares to go off to a “new kind of war,” we also need to generate enthusiasm for our prospective students to go off to a “new kind of school.” Adult education is more important now than it ever has been. It is my hope that we can emphasize the importance of education to those who may be hesitant to commit while faced with a rather uncertain future.



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<sup>2</sup> Nahavandi, A. (2000). *The art and science of leadership*. Upper Saddle River, NJ: Prentice Hall.

## Why Focus on Education at this Crucial Time in our Nation's History, continued

Because the world is uncertain and appears out of our control, people need to do what is certain and within their power to control. Our individual worlds need not be insecure. Education is a vital way for people to establish security for themselves and their families. No one knows exactly how the events of September 11th will impact our economy. Yet one thing is certain—those with a college degree will be better prepared to create fresh opportunities and move into new jobs that may arise in the aftermath of the tragedy.

Not only will degreed people be better prepared to meet potential economic change, but they will also better understand the past world events and those to come. One of the prime goals of higher education is to teach people to think critically. Our adult classes abound with spirited debate, thought-provoking discussion, and sharp critical thinking, characteristics often lacking in traditional classroom settings. These are perhaps the strongest weapons against the ignorance and polarized thinking that bolster the very powers now fighting against us. How enlightening for our students to partake of such courses as Comparative Religion and American History (Capitalism). The understanding students will gain of differing religions and of our own societal foundation will surely empower them to help create a better world. Isn't that exactly what we need at this hour?

*Amy Thomsen  
William Penn University  
Admissions Counselor*

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## A Powerful Retention Tool: The Exit Interview

The exit interview used at Averett University has proved to be an invaluable tool. Because of Averett's vast geographical areas, all regions are consistent in the withdrawal process, and students leaving for various reasons are asked the same questions and offered the same suggestions. The results of the exit interview provide information on which systematic analysis and assessment can easily be performed.



The exit interview can be conducted face-to-face or via the telephone, and may be recorded on a hard copy or electronically. Information gathered includes the student name, cluster number, phone number(s), and address(es). The beginning date, drop date, number of days in the program, academic counselor and recruiter, number of credits earned, grade point average (GPA), and last course completed are also recorded. The form has three columns listing specific reasons for leaving the program as defined in these general categories: program/course related, institutional factors, student environment, personal accountability, motivational factors, and technology factors.

The bottom of the page affords space for further explanation and the important response pertaining to the student's future plans and the date the student expects to reenter the program. Since retention and attrition are important to all Averett employees, every student is presented with several possibilities and options for returning to complete his or her degree requirements. If the student is transferring to another state, additional information about CAAHE schools in the area is given to the student.

## **A Powerful Retention Tool: The Exit Interview, continued**

Finally, a copy of the exit interview is approved by the student's advisor and signed by the student, and a copy is sent to the Director of Retention for assessment purposes. The information can be analyzed in various ways (last course attended, GPA, age of student, etc.) and is helpful for identifying trends in student withdrawals. In order to reduce attrition, the circumstances under which students leave can be classified as controllable or noncontrollable. Some students never attend the first night of a course, attend only one workshop, are transferred, or are administratively withdrawn. Every exit interview has its own story!

The exit interview, as performed at Averett, is a thorough, systematic procedure resulting in consistency for Student Services personnel and the student. All students are asked questions such as the following:

- “When do you think the factors causing you to leave at this time will subside, so you will be able to resume your studies?”
- “We have another cluster in your location that will be starting this class in the fall; may I call you about the possibility of joining that group?”
- “Please don't lose sight of the goal of obtaining your degree; feel free to contact me for assistance any time.”

By listening to students, expressing concern, and offering suggestions and positive solutions, the exit interview at Averett University is a powerful tool for Student Services personnel as they counsel students who must withdraw and as they advise students reentering their degree programs.

*Debbie Ellison  
Averett University  
Assistant Coordinator of Student Affairs*

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## **IPD Kicks Off Student Services Online Training**

The new IPD Student Services Online Training program is geared toward personnel at new and existing IPD Partner Institutions. The purpose of this training program is to provide consistent assistance to IPD Partner Institutions in developing knowledgeable Student Services personnel who have the necessary foundation and tools to succeed. The program employs a modular format and includes the following steps:

1. New Student Services personnel at the director, coordinator, and advisor levels complete the IPD Student Services Online Training within the first 60 days after hire. The IPD Student Services Online Training is a mixture of interactive training modules, a global distribution e-mail list for all Student Services personnel at IPD Partner Institutions, and Web-based reference materials combined with facilitator interaction. IPD continues to work on content development, and the training program will eventually include discussion groups, student testing, and assessment.

## IPD Kicks Off Student Services Online Training, continued

2. After completing the IPD Student Services Online Training, new personnel visit Phoenix and participate in the IPD Student and Academic Services Orientation, ideally within 60–120 days after the date of hire.
3. New Student Services personnel at the director level visit an IPD Partner Institution for peer training and mentoring.



Program objectives are multiple:

- The program will provide IPD Partner Institutions with a comprehensive, standardized training plan for new Student Services personnel in key positions as a supplement to the institutions' own training programs.
- The program will provide a solid foundation to a wider spectrum of Student Services personnel through the use of Web-based training.
- The program will expedite the training process and reduce the need for travel.
- The program will provide basic assessment and advisement knowledge and tools to new personnel immediately, so they can reach higher levels of competency more quickly.
- The program will allow new personnel to use the orientation sessions in Phoenix to build upon knowledge and tools acquired through the IPD Student Services Online Training, using case studies, discussion, role-plays, and assessment.
- The program will provide continuous, accessible performance support to Student Services personnel in the form of an up-to-date Web site, hyperlinks to information and national professional organizations' Web sites associated with adult and higher education, a Student Services newsletter, and a global distribution e-mail list.

The learner will complete modules on the IPD/Institution Partnership, The Adult Learner and the IPD Learning Model, Study Teams, the Undergraduate Admission Process and Class Starts, Transfer Credit, Accreditation, Evaluation of Military Training, Confidentiality of Student Records and FERPA, Americans with Disabilities, and Assessment of Prior Learning. Templates for admission forms and letters and study team information are also included. Links to national professional organizations associated with adult and higher education and other related Web sites are included with most modules.

Deanna Boe, IPD Director of Student Services; Gina Rosamilia, IPD Creative Services Coordinator; and Norman Larson, IPD Academic Affairs Specialist, have worked together on the design and development of the new training program, with Deanna developing the program content, Norman editing and formatting, and Gina providing Web page design and technical support. The program is based on IPD and University of Phoenix training materials.

Additional modules will be added during the next year. If you have questions or would like to learn more about the new online training program, please contact Deanna at [deanna.boe@apollogrp.edu](mailto:deanna.boe@apollogrp.edu) or at (480) 557-1088.

## Shorter College Offers “One Stop Shop” to Financial Aid Students

Shorter College wanted to provide consistent customer service and lessen confusion among School of Professional Programs (SPP) students regarding the numerous financial aid forms they need to complete. With the help of Kristen Vedder, IPD Director of Student Financial Services/Regional Director of Accounting, Shorter streamlined the financial aid process with a “One Stop Shop,” a general orientation meeting that is mandatory for all students who are going to enroll. At this meeting, Shorter presents information about the financial aid process and the types of financial aid students may be eligible to receive.



Shorter distributes financial aid information packets that include all the forms that are needed to process the student for aid. Shorter does 100 percent up-front verification, which means it requires the student to give Shorter tax information and the verification worksheet. Shorter collects the Master Promissory Note, the Institutional Application, and its State Grant Application. Shorter also asks students to complete Statement of Acceptance forms indicating that they will accept all aid awarded to them so Shorter does not have a time lapse waiting for students to return the award letter.

Once students receive the award notice, they have two weeks to reject or adjust any loans offered. Collecting the information upfront allows Shorter to touch each file no more than two times. The second time the file is touched, the student is being awarded by his or her first night of class. If there are no Correction Flags (flags placed on ESAR by the Department of Education that require resolution prior to awarding aid) within two to three weeks of receipt of the paperwork, the student will receive an award notice.

Shorter’s financial aid packet is comprehensive, ensuring that all the information is provided to Shorter at one time. The packet includes a checklist that helps the student ensure that he or she is returning all the required forms. Shorter does not consider the file complete until it has all the forms. To limit the need for Shorter to return incomplete forms to students, Shorter also created handouts on frequently asked questions and the most common errors students make when completing the Free Application for Federal Student Aid (FAFSA).

The “One Stop Shop” has worked well for Shorter. Shorter has experienced less traffic in its Financial Aid Office and has significantly reduced phone calls. And the best part is that students have less confusion about financial aid.

If you would like to learn more about Shorter’s financial aid orientation, please contact Lenesia Brannen at [lbrannen@shorter.edu](mailto:lbrannen@shorter.edu).

**Lenesia Brannen**  
**Shorter College**  
**Financial Aid Director**

## CHEA Moves Forward on Transfer of Credit Initiatives

Late last year, the Council for Higher Education Accreditation (CHEA) published its *Statement to the Community: Transfer and the Public Interest*. As a follow-up to that statement, CHEA has begun a series of meetings to continue to sensitize the education community to the issues and challenges surrounding the transfer of credit.

In February 2001, CHEA held a session with a variety of accrediting organizations, including regional, national, and specialized agencies. The group was tasked with considering how accreditors and institutions might translate the general concepts of the CHEA statement into practical action.

The group brought forward several suggestions, including the following:

- Continue communication efforts among accreditors about transfer issues.
- Develop a model language that accreditors and institutions might use for policy statements and other publications to describe transfer expectations.
- Create tools to assist schools in developing new approaches to transfer.

Work by this group will continue through the fall.

In addition, CHEA, along with the American Council on Education (ACE) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO), has drafted a “Joint Statement on the Transfer and Award of Credit.” To quote from the introduction to the statement: “The need for such a statement came from an awareness of the growing complexity of transfer policies and practices, which have been brought about, in part, by the changing nature of postsecondary education. With increasing frequency, students are pursuing their education in a variety of institutional and extra-institutional settings. Social equity and the intelligent use of resources require that validated learning be recognized wherever it takes place. This statement is thus intended to serve as a guide for institutions developing or reviewing policies dealing with transfer and award of credit.”

The joint statement is currently being reviewed and approved by regional and national accrediting organizations. Further information on these initiatives can be obtained at <http://www.chea.org> or by contacting Mary Ann Holtz at [maryann.holtz@apollogrp.edu](mailto:maryann.holtz@apollogrp.edu).

*Mary Ann Holtz*  
*IPD Director of Regulatory Services*

### Student Services Global Distribution List

Effective immediately, the global distribution list e-mail address for the Student Services Commission has been changed. Please update your records to reflect the new address of [ipdssc@apollogrp.edu](mailto:ipdssc@apollogrp.edu). If you have any questions regarding this change, please contact Judy Johnson, IPD Academic Affairs Coordinator, at [judy.johnson@apollogrp.edu](mailto:judy.johnson@apollogrp.edu).

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## Resource Links

This issue's Internet link topic is official transcripts. 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!

<http://www.aacrao.org/about/fax.htm>

In 1996, the American Association of Collegiate Registrars and Admissions Officers (AACRAO) endorsed the use of fax technology to send transcripts and urged higher education institutions to consider faxed copies as official when "institutional policy, security measures, and validation procedures" are followed. AACRAO recommends that each institution review its policies related to faxed documents and establish an institutional fax policy. AACRAO's fax guidelines are available under the Transcript Directory at the above URL.

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## Student Services Profiles

In each issue of the *Student Services Newsletter*, we will profile several CAAHE Student Services Commission members. This feature will give commission members the opportunity to get to know each other better on both a personal and professional basis and establish networking areas of expertise.

### Julia R. Okun

Julia began working in the College of Business and Management at Cardinal Stritch University in January 2000. She holds the position of Educational Counselor and serves as an adjunct faculty member. Earlier this year, she copresented at the Annual IPD/CAAHE Student Services Conference in Nashville, Tennessee, on the topic of e-advising. As part of her duties as an Educational Counselor, she assists adult learners in completing their degrees by facilitating new student orientations, designing degree completion plans, and conducting graduation audits.



Julia earned her Bachelor of Science in Psychology from the University of Wisconsin—Milwaukee and her Master of Education in Counseling Psychology from Marquette University. Julia's professional experience includes academic advising, career counseling, and teaching.

As a part of her graduate studies and prior work experience, Julia presented a number of career- and job-related workshops and seminars and taught a self-assessment course designed for future teachers and educators. She is trained to administer and interpret various vocational and personality instruments and has developed career-counseling materials to assist individuals with the career decision-making process.

As an adjunct faculty member, Julia teaches the Personal and Professional Assessment and Psychology of Human Relations courses. She finds great satisfaction in teaching and intends to continue expanding on her knowledge and skills in this area.

In her spare time, Julia enjoys, among other things, playing tennis, rollerblading, and listening to jazz. Currently, she is very busy planning her October 2001 wedding.

Julia's telephone number at Cardinal Stritch University is (414) 410-4445 and her e-mail address is [ojulia@stritch.edu](mailto:ojulia@stritch.edu).

## Student Services Profiles, continued

### Stacey L. Williams

As the Director of Student Services for Albertus Magnus College's New Dimensions program, Stacey directs, manages, and oversees the administration of services to students, including admissions and academic records, academic degree completion advisement, and Student Services for three degree programs. She has been in this position since January 8, 2001.



Stacey was the Program Director and a full-time faculty member for the associate's degree program at Gateway Community College in North Haven, Connecticut, from August 1993 to July 2000. She has been the business owner of a physical therapy practice in Milford, Connecticut, since December 1998. She is also an independent management consultant in the New Haven area. She holds a Bachelor of Science in Management and a Master of Business Administration from Southern Connecticut State University.

Stacey has facilitated the creation and implementation of a Cohort Visitation Program for the Educational Counselors to manage. Existing cohorts have been divided among the Educational Counselors. Under the Cohort Visitation Program, a designated Educational Counselor visits each cohort three times: soon after the start (by the third course), at the halfway point, and within three months of completion. Updated graduation audits, the business card and contact information of the Educational Counselor, program newsletters, student satisfaction surveys, and assorted additional printed information are distributed during each visit. Further, a Cohort Visitation Program tracking form is filled out. This form serves as a tool to collect updated student demographic information and document the issues that were addressed during the meeting and any follow-up efforts that occurred thereafter. Adding the quarterly Student Representative Visits, a cohort will directly communicate with program administration a minimum of eleven times during the two-year run.

Stacey is currently exploring PhD opportunities at the University of Connecticut. She is a board member of the Ethics Commission, Town of Hamden; a board member of the Advisory Board, Gateway Community College, Allied Health Program; and an adjunct faculty member at Albertus Magnus College, Gateway Community College, and Naugatuck Valley Community College.

Her interests include kayaking, mountain biking, working out, reading, painting, drawing, vineyard cultivation, wine-making, classic films, and live production theatre.

Stacey can be reached at Albertus Magnus at (203) 777-7100 ext. 110 or [swilliams@albertus.edu](mailto:swilliams@albertus.edu). Her expertise is in grade appeals and grievances and retention strategies.

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## 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](mailto:deanna.boe@apollogrp.edu) or at (480) 557-1088.

## New Staff at Shorter College

There are two new staff members at Shorter College.

**Harlan Harrell** joined Shorter in July as Assistant Registrar following his graduation from National Louis University in April with a Master of Science in Managerial Leadership.

**David Morgan-Washington** joined Shorter in July as Transcript Evaluator. She returned to Shorter after having been employed at the American Heart Association. Her prior experience at Shorter was at the main campus traditional Admissions Office as a Recruiter. She also is a Shorter alumna (class of 1992). She holds a Master of Public Administration from Jacksonville State University.

## Philip Hawkins One Step Closer to Doctorate

**Philip Hawkins** successfully presented his dissertation prospectus to his doctoral committee at Georgia State University on August 1st. The degree is not yet finished, but now he has the green light to go ahead with his research. He hopes to complete the degree by spring/summer 2002.

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## Adventures in the Hermit Kingdom

During the month of April 2001, I had the honor of participating in a professional exchange to South Korea, Kyongsangnamdo province. The Group Study Exchange (GSE) Program of the Rotary Foundation of Rotary International is an educational program that provides travel grants to young professionals for vocational exchanges to foreign countries. Team members study the host country's institutions and ways of life, observe how their professions are practiced abroad, develop personal and professional relationships, and exchange ideas. The ultimate goal of this program is to promote international goodwill and understanding. Rotary districts select teams comprised of four non-Rotarians and one Rotarian leader engaged in different businesses and professions. Our Wisconsin team consisted of two Civil Engineers, a Journalist, a Congressional Aide, and me, representing adult higher education.



## Adventures in the Hermit Kingdom, continued

**I believe that this new interest and exposure will aid me in providing better support and advising services to our Asian student population and educating non-Asian colleagues and students regarding cultural differences and likeness.**

My month in South Korea was an amazing and challenging experience. Each day I felt that I grew as I learned about and adapted to the Korean culture and lifestyle. I had the time of my life exploring the country of South Korea, visiting its cultural treasures, and learning about the Korean people. My experience on the GSE brought me into the inner heart of Korea, places no typical tourist would have easy access to on a vacation. We entered Buddhist temples and ate meals with monks. We met the Governor of the province and had tea with Journalists and university Presidents. We toured oyster, ceramic, silk, and musical instrument factories. We dined in five-star restaurants and took boat cruises. Local Rotary groups greeted us with banners and bands. Our hosts treated us liked honored guests while proudly showing us the new and old South Korea. I saw firsthand that South Korea is a country that has strong ties to its history and traditions at the same that it moves forward into the future. I was impressed with the advanced technology and the Buddhist temples that we visited. Yet I was most impressed by the kindness of the Korean people.

Most Koreans appeared to be initially very reserved and shy. However, after a few moments, most people reached out to me, and I felt genuinely welcomed. The language barrier was difficult, and the culture and lifestyle were extremely different from those of my Western world. I never felt so challenged in my life, but, despite it all, the country that is nicknamed the Hermit Kingdom due to its history of a “closed door policy” didn’t lived up to its name. The local Rotarian groups were all very generous and friendly. We were provided with translators who, though they varied in language ability, all gave their best effort. In the end, we managed to communicate with a smile or a laugh, by the acts of sharing a meal, singing a song, touching hands, and exploring a country together. I now feel a strong personal tie to this wonderful country and its people.

Each night we were hosted by a different Korean host family, which allowed us the opportunity to see how Korean families live. Most homes were decorated simply, with lots of calligraphy wall hangings. Mirrors were placed low to the ground, which made applying makeup quite an adventure. Sleeping on a futon-like mattress is surprisingly comfortable.

I will always remember the five-year-old who hated kimchi, a pickled cabbage staple, and could not use chopsticks properly. We spent the morning laughing as the family compared my chopstick skills and appreciation of kimchi to their child’s. They told me that they were acquired tastes and skills.

The career days were not what I expected because I never had the opportunity to spend a day in an academic advising department; nevertheless, they were extremely valuable. During this vocational exchange, we toured ten educational institutions of various levels. We met with various university Presidents and toured university campuses, high schools, and grade schools. My institutional visits provided much insight into the Korean educational system. However, I never encountered an institution that provided a separate academic advising department or offered a degree specifically tailored to the working adult student. Coupled with the cultural experiences, I left with a deeper understanding of South Korea’s educational systems. Overall, the picture of education in South Korea is starkly in contrast to what I see at Cardinal Stritch University and experienced as a student in the United States.

## Adventures in the Hermit Kingdom, continued

The competition for an education in South Korea, a country of 47 million, is fierce. Furthermore, Confucianism, a system of ethics and not a religion, has had a strong influence on South Korea over the past few centuries. Under the influence of Confucianism, Koreans place a high value on education. The student population is about a quarter of the total population, and the average length of schooling is over 12 years. Seventy percent of the population between 18 and 21 (over 2.3 million students) is involved in some form of higher education. There are high levels of private funding throughout the educational system; preschools and all schools beyond elementary level charge tuition fees.



Students in national and public universities pay 40 percent of the costs of their courses, while those in private institutions (the majority) pay 80 percent. Widespread use of private tutors to complement in-class learning is extremely common. Admission into a university is very difficult because of the emphasis on higher education and the high population, which mean limited seat availability at the university level. Therefore, a student, and his or her parents, begins to prepare from an early age for the university entrance exam. However, the irony is that after years of intense study, sometimes 12 hours per day, six days a week, once a student is able to enter a university, graduating is almost guaranteed. Interestingly enough, during two of the university tours, we encountered student groups passing out bumper stickers and pins speaking out against the evils of cheating in the classroom. Our translator indicated that this is a serious problem in South Korea because most university students spend their time studying for postgraduation professional and employer-administered competency exams, not the university course work. However, I was personally impressed with the tenacity and dedication exhibited by the majority of the students we encountered at the various educational levels.

This exchange has left me with a stronger appreciation of both the Korean and American cultures. I now have renewed admiration for Cardinal Stritch University's nontraditional programs and the American educational system as a whole. I returned to America excited by the fact that the majority of our educational programs allow adult students who could not earn a traditional college degree the opportunity to obtain one. I am proud that I am involved in delivering support services to these adult students while they are on this educational journey. Also, I now have a stronger desire to learn more about Korean and Asian cultures. South Korea is a world filled with strange wonders and delicious flavors. The GSE experience was a taste of an exotic meal that I was initially hesitant to try. Yet, now that I have had my first bite, I am ready to order a dish to enjoy and share with my students and colleagues. I believe that this new interest and exposure will aid me in providing better support and advising services to our Asian student population and educating non-Asian colleagues and students regarding cultural differences and likeness.

For more information on education in South Korea, visit the Korean Ministry of Education at <http://www.moe.go.kr/english/edukorea/edukorea.html> and the Global Education and Training Information Services—South Korea at <http://www.britcoun.org/promotion/getis/skoreaedu.htm>.

*Victoria Serrano  
Cardinal Stritch University  
Director of Student Services*

## 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 December issue to do so by November 15, 2001. Please e-mail your contributions to Deanna Boe at [deanna.boe@apollogrp.edu](mailto:deanna.boe@apollogrp.edu) or Norman Larson at [norman.larson@apollogrp.edu](mailto:norman.larson@apollogrp.edu).

### Editorial Staff

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<b>Stacey Williams</b> .....	<b>Contributor</b>

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>).