

Post-Convention Newsletter

Summer 2011

Commission for
Commuter Students and
Adult Learners

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Welcome from the Chair!

By [Gerry Panelo Elizondo](#), *Carnegie Mellon Silicon Valley*

Were you more at B'More? I sure was! From attending fantastic sessions, meeting and reconnecting with colleagues, and collaborating with my fellow commission members, the Baltimore convention lived up to my expectations for quality professional development. This post-convention newsletter gives you a snapshot of what quality events, activities and programs were made available during the annual convention, plus important information on how YOU can get involved with ACPA!



ACPA News & Notes

- ACPA President Heidi Levine and ACPA Executive Director Gregory Roberts hosted a series of three open, online community conversations discussing the vote results and answering questions regarding ACPA's next steps. Read the transcripts: [April 28](#); [April 29](#); [May 1](#).
- We are already planning for ACPA '12 in Louisville, read more about it by clicking the logo to the right.



Get Involved with CCSAL!

By [Gerry Panelo Elizondo](#), *Carnegie Mellon Silicon Valley*



Get to know us!

As part of the [ACPA "Get to know us" event for NASPA members](#), the Commission for Commuter Students and Adult Learners (CCSAL) is joining in on the fun. We've compiled a list of eight exciting ways for YOU to get to know and hopefully *JOIN US!*

1. *Join the Commission*

- Visit www.acpa.nche.edu.
- Click Member Login in the gold bar in the upper right corner. Enter your ACPA login info.
- On the next screen, enter your ACPA login info, again.
- Now you'll see your personal profile page with your membership # at the top and the date your ACPA dues will expire.
- Scroll down to the bottom left under the COMMITTEES heading.
- Find, "To join a committee: Select committee name from list of committees" and click the green link.
- Choose Commission for Commuter Students and Adult Learners.
- Click Join Committee.
- Confirm your choice on the following page.

Check out page 3 for even more ways to get involved!

ACPA '11 Recap

Helping Hands: Developing a Transfer Mentor Program

(Presenter: Christopher Hockey, State University of New York Oswego)

By [Lynne Miller](#), University of Pittsburgh

On many of our campuses, a student demographic that is frequently forgotten is the transfer student population. Transitioning to a new campus is not necessarily an easy undertaking, yet many times as administrators we assume that transfer students have already acquired the knowledge and tools necessary to navigate a college campus. In fact, every college campus has its own intricacies and quirks, many of which can be confusing to a new student who is used to another institution's system, or for a student who maybe never really learned to navigate college life at their previous institution.

In the session Helping Hands: Developing a Transfer Mentor Program, Christopher Hockey, Transfer Services Coordinator at the State University of New York Oswego, described a transfer student mentorship program he has created in an effort to assist incoming transfer students with acclimating to and getting connected to campus. Having a peer assist in the acclimation process allows incoming transfer students to feel more at ease during their transition. Additionally, having someone who has gone through a similar process is helpful to new students who might feel awkward asking certain questions of an administrator. Through the use of the I CARE (Incentives, Communication, Accountability, Recruitment, Engagement) model as his philosophy behind the program, Hockey has created a successful mentorship program.

The knowledge I gained from this presentation has been instrumental in the development of a similar program at my institution. If you are interested in developing a transfer mentor program at your institution or would like more information about this presentation, contact Lynne Miller at lam145@pitt.edu.



CCSAL Directorate members at the Directorate body meeting and Convention Showcase. Being More in B'More!



Get Involved with CCSAL!

By *Gerry Panelo Elizondo*, Carnegie Mellon Silicon Valley

Learn more about and get involved with the Commission for Commuter Students and Adult Learners by following these few easy steps!

List continued from page 1...

2. Join the Commission Listserv

- Return to your personal profile page with your membership # at the top and the date your ACPA dues will expire.
- The 3rd heading on the page is MYRECORD.
- Click the first link here, called Manage Your E-mail Subscriptions.
- Find Commission for Commuter Students and Adult Learners, Confirm the accuracy of your email address, and decide whether to receive messages immediately as they are sent (Subscribe Single) or to receive messages as a group once per week (Subscribe Digest).
- Make any other changes as necessary on this page (receiving too much email? Unsubscribe from various ACPA lists here).
- Submit Changes at the bottom of the page.

3. Get connected via our Facebook page and Blog!

- Facebook: <https://www.facebook.com/ccsal>
- Blog: <http://ccsal.wordpress.com/>

4. Run for a Commission Directorate position

- Elections take place in the Spring and a call for nominations will go out over the Commission listserv, Facebook page and Blog in the Fall.
- Serving on the Directorate Body is a three year commitment.

5. Participate in professional development activities sponsored by the Commission

- Upcoming webinars (information coming soon!).
- Suggest an activity for our Commission to sponsor.
- Submit text for our monthly email communication with Commission members (articles, tips, etc.).
- Contribute information for our Commission newsletter.

6. Nominate a colleague, student, or program for one of our Commission awards

- A call for award nominations will go out via the Commission listserv, Facebook page, and Blog in the fall.
- Information about our awards will be uploaded soon to the Commission webpage.

7. Submit a sponsored program for ACPA '12 in Louisville

- The Commission will sponsor 5 programs for the Annual Convention.
- We will seek program proposals that reflect the 2012 Convention's "critical issues" as they relate to commuter students, adult learners, distance/online learners and veterans students (student support and resources, transition programs, professional networking and resources).

8. Contribute to one of our projects:

- Students over 50
- Academic Affairs Partnerships
- Obama's Completion Agenda
- Transfer Students/2 year Colleges
- Engaging Students

All of the above are excellent ways to become involved with CCSAL, but our most valuable resource is not listed above. The most valuable resource we can offer you is a connection with other members who share your interests. Please watch your mailboxes for a personal message from a directorate member in your area. One of the biggest strengths of ACPA is the personal connections fostered through commissions and standing committees, and we are looking forward to connecting with you.



Contact a Directorate member (*listing can be found on page 9*) to learn more how you can get involved!

By [Diane Schmitz](#), *Seattle University*

[Ready for the Transfer Wave?](#) That question is being asked on our campuses and was recently asked by *Inside Higher Ed*. Transfer students are becoming a higher priority says the *Chronicle of Higher Education* in a current article entitled “[Changing Admissions Landscape](#)” (Hoover, 2011). These trends have important implications for those of us working with commuter and adult learner students.

According to the [National Center for Education Statistics](#) (NCES), in 2005 nearly 60% of U.S. college graduates had attended two or more institutions prior to graduation. This number has continued to rise due to the impact of a combination of economic factors. The challenging economy has affected college savings and jobs leading more students to enroll in community colleges, tuition is on the rise at many institutions in response to their own economic realities, and some state schools are seeking out of state students to bolster fiscal realities and have less room for in state transfer students.

Community college enrollment continues to grow creating large numbers of potential transfer by students to 4-year institutions. The Pew Research group reported that “in October 2007, some 3.1 million young adults, or 10.9% of all 18- to 24-year-olds, were enrolled in a community college. By contrast, enrollments at four-year colleges were essentially flat from 2007 to 2008” (Fry, 2009).

The incoming transfer students are incredibly diverse including non-traditional students, military veterans, first generation students, international students, as well as traditional-aged students. Many come from community colleges; some transfer from 4-year institutions. Some transfer students are interested in living on campus; however, many are already in living situations that will not change. Some also come with families and childcare needs. These students tend to be mature, focused on their



academic path, and serious about their education. They bring racial and ethnic diversity and a variety of life experiences that can be of great benefit to campus communities.

To successfully attract, engage, and retain transfer students, educators at 4-year institutions need to become savvy about the following issues:

1. **Transition:** Transfer students are transitioning to a different institutional culture and need to understand that culture’s values, processes, and the differences between it and their previous institution. While these students have experience at the collegiate level, they still need (as any student does) a roadmap for their new institution. They have less time to integrate into their academic programs and the campus community and may need some assistance in getting there quickly.
2. **Transfer Shock:** Transfer students are vulnerable to transfer shock, the initial adjustment problems or culture shock experience by 2-year college transfer students (Hills, 1965). This shock occurs in the transition to a new environment or institution and often results in a dip in first-semester GPA. Universities can create services and programs that alleviate or eliminate some of the challenges that create this impact.
3. **Fitting in:** Transfer students tend to feel like outsiders within a campus ethos that is focused on four-year native students. Campuses need to recognize that their “norm” for students may be based on the experiences of those students.

Transfer students need a clear pathway through the enrollment process that has transfer credits clearly defined so they understand their academic requirements as they enter the university. Oftentimes, transfer students fair as well if not better in their academics than native students do after a successful transfer to a four-year institution. Ensuring a smoother transition means providing the clarity that leads to what *Inside Higher Ed* frames as a consumer friendly’ transfer .

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There are important questions to consider in your own admissions landscape as the rise in transfer students occurs:

- **What patterns are developing about to which schools student transfer; how are the for-profit schools involved with this?**
- **What are the particular demographics of the transfer students likely to come to your institution and how will that impact the planning you do for their engagement and retention?**
- **What do more transfers on campus means for your institution in terms of services and programs?**
- **How are relationships with community colleges fostered by your institution?**
- **How clear and visible are your policies regarding transfer credit?**
- **What are your expectations for transfer students and how and when will they be communicated during the enrollment/matriculation cycle?**

Transfer students are coming and they are eager to continue their education at an institution that affirms and honors their presence within the campus community while providing the support that enables their academic success to continue to grow to its fullest potential. Educators have a distinctive opportunity to respond to the changing landscape in ways that provide welcome and support to this unique group of students.

There are many transfer student resources you may find helpful as you consider the change in transfer student population at your institution; here are a few to get your started.

- National Institute for the Study of Transfer Students: <http://transferinstitute.unt.edu//>
- National Resource for First Year Students in Transition has a TYE-List, an email listserv connecting scholars and practitioners dedicated to improving the transfer student experience. <http://www.sc.edu/fye/resources/transfer/index.html>
- Why is Transfer Shock still relevant? <http://www.nacada.ksu.edu/clearinghouse/AdvisingIssues/Transfer-Shock.htm>
- NACADA: National Academic Advising Association: <http://www.nacada.ksu.edu/Clearinghouse/Links/Transfer.htm>

For information or references please contact *Diane Schmitz* directly at: dschmitz@seattleu.edu.

CCSAL is committed to bringing you the information you need to serve commuter students and adult learners. We have compiled a list of projects that are becoming more and more important on our campuses and have created workgroups to research these topics. Transfer students are just one of those projects. If you are interested in getting involved in one of these projects get in contact with one of the CCSAL Directorate members (full listing can be found on page 9) to learn more!

These projects include:

- Students over 50
- Academic Affairs Partnerships
- Obama's Completion Agenda
- Transfer Students/2 year Colleges
- Engaging Students



Featured Mini-Article: Was I More in B'more?

By [Jeannette Passmore](#), Owens Community College

In the pre-convention newsletter I listed four ways that I wanted to Be More at convention. How did I do? What were my take-aways?

First let me just say a big **THANK YOU** and **WOW** to the convention team. Everything, from my perspective, was excellent. I was so inspired by Cory Booker that I don't think my feet touched the ground for at least a day. I would love to learn to speak like that! I also want to thank the CCSAL Directorate members for all of their hard work in planning and connecting during the convention. I count each of you as a mentor and I never fail to learn something from our meetings. I know there are more people to thank, but I should get to the point before you all stop reading.

1. **My word for the year is "grow."** I grew on so many levels at convention. My knowledge of student affairs and current campus issues expanded with every conversation and educational session. My self-awareness grew as I considered my perspectives and worked to expand them.
2. **Relationship building.** I can say that this year my life was changed "For Good". Relationships were

strengthened and new life changing (and no, I'm not exaggerating) relationships formed. From grad school friends to mid-level professionals and on to faculty I am fortunate to have people in my life who will challenge me and support me.

3. **Take the BeMoreChallenge** (<http://bemorechallenge.ning.com>). Here's where I stumbled. I didn't follow through with the challenge. However it is still a learning experience because learning from failure is still learning! I know that I need to be more mindful the excellent tools provided by ACPA.
4. **Stay-up late at least one night.** Boy, did I ever manage this one. I was out late every night and up early every morning. Always the sign of being truly engaged!

I really had the full convention experience! Presenting, learning, leading, mentoring, being mentored, getting outside of my comfort zone, and having a wonderful time the entire time!

CCSAL Members are Doing Things!

By [Stephanie Salazar](#), Arizona State University

Off-Campus & Commuter Student Services (OCCSS) at Arizona State University strives to connect and engage with the students who reside off-campus. The ASU Be a Good Neighbor Program was implemented to provide off-campus apartment communities the opportunity to interact with ASU students who reside off-campus. This program has a Community Liaison component, which embeds ASU students into these Good Neighbor communities. The Community Liaisons' serve as a resource to these students and provide educational and interactive programs that strive to keep these students engaged and connected to the university. This program aims to educate off-campus students about civic engagement, community involvement, city ordinances, state laws and being a Good Neighbor. For example, the Community Liaison may host a safety forum with the local Police Department to educate students about personal safety when living off-campus. Other programming components of the Good Neighbor Program, include but are not limited to: Community Service, Game Day initiatives, Personal Safety, Sustainability Initiatives and promoting student entrepreneurship. These programs are aligned with President Crow's Design Imperatives for Arizona State University. Another example, of a Community Liaison programming initiative is to promote the universities Game Day efforts. Some of these efforts include encouraging students to wear Gold on Friday's to promote spirit, pride and tradition, as well as attending Game Day pep rallies and tailgates. Currently, we have partnered with nine Good Neighbor communities and have four Community Liaisons'. The Good Neighbor program promotes achievement, engagement and responsibility, which is the Sun Devil Way.

Check us out: www.asu.edu/occss



2012 CCSAL Awards Information

By: [Raechel Matyas](#), Terra State Community College

This year we had four outstanding programs and/or professionals receive awards from the Commission. Now is the time to start thinking about your 2012 Awards nominees!



Awards categories include:

Program Awards

- **Outstanding Commuter Program**
This award will be given in recognition of an outstanding program or service that provides exceptional support to commuter students; represents a new and creative way to support commuter students or achieves outstanding results. Areas of consideration include, but are not limited to, cost-effectiveness, numbers of students served as percentage of population, and student participation in the planning and execution of the program or service. Programs that should be nominated for this award are any innovative programs that break new boundaries in serving commuter students, achieve outstanding goals, or make a noted impact on students.
- **Outstanding Adult Learner Program**
This award will be given in recognition of an outstanding program or service that provides exceptional support to adult learners; represents a new and creative way to support adult learners or achieves outstanding results. Areas of consideration include, but are not limited to, cost-effectiveness, numbers of students served as percentage of population, and student participation in the planning and execution of the program or service. Programs that should be nominated for this award are any innovative programs that break new boundaries in serving adult learners, achieve outstanding goals, or make a noted impact on students.
- **Outstanding Collaboration**
This award will recognize a program or service that successfully incorporates a collaborative, campus-wide approach to serving commuter students and adult learners. Particular consideration will be paid to significant innovations in sharing of resources, funds and staff that cross academic, co-curricular and

community boundaries. Programs that should be nominated for this award are collaborations where academic departments, student affairs units and campus neighbors, or city officials collaborate to provide a program or service to commuter students and adult learners.

Individual Awards

- **Commuter/Adult Learner Perspective by a Student Development Professional**
This award recognizes the work of a higher education professional responsible for significant research, presentations, program development and outstanding leadership in promoting the commuter/adult perspective or providing educationally purposeful programming or services.
- **Commuter/Adult Learner Perspective by a Student**
This award recognizes the work of a student (undergraduate or graduate) responsible for significant research, presentations, program development and outstanding leadership in promoting the commuter/adult perspective or providing educationally purposeful programming or services.
- **Graduate Student Scholarship**
This scholarship will cover the ACPA full convention registration fee of \$105.00 for a graduate student attendee. Individuals who have a particular motivation, passion for and commitment to supporting the needs of commuter/adult students should apply for this scholarship.

Previous recipients can be found on our [website!](#)

For more information about the CCSAL award process please contact [Margaret Langford](#) or [Sarah Jaks](#).

Featured Directorate Member: Alex Adjei

By: [Raechel Matyas](#), Terra State Community College

Each issue we feature a CCSAL Directorate member. This edition we are featuring **Alex Adjei**. Alex is the Coordinator for Off Campus Life at James Madison University. Alex was both a commuter student and an adult learner who “commuted” from Africa to the flat land of the USA (Kansas) and then moved to a land of hills and valleys (Virginia). In Virginia, Alex was a true commuter and never stayed in a residence hall while attending school.

Alex was kind enough to answer the following questions to let us get to know him better. If you have any questions or would like to contact Alex personally, you can email him at: adjeiaa@jmu.edu.

1. What is your favorite aspect of your position?

Interaction with students in a holistic manner and assisting them to practically address their needs, attain their dreams, and be successful constitutes the favorite aspect of my position. It is also the most satisfying aspect of my position.

2. What's the best/worst career advice you've ever been given?

For some reason, I have been very fortunate to have had super great advisors and mentors who did not only support me but also challenged me to do the best I can, lift up my horizon, improve on what I have done, and achieve the seemingly unimaginable.

3. What is your favorite student development theory and why?

I am an eclectic. The more I study, the more I become aware that I cannot use only one theory to meet the various needs that I address with students. So, I keep in mind that the theories I use must be clear, communicable, comprehensive in scope, explicit, precise, parsimonious or not over explained, and useful. To me, the knowledge of concepts about students and their environment continue to interact and influence outcomes. Therefore, I use Chickering's seven vectors to focus on the individual and their psychosocial development. I also use Erikson's psychosocial development when looking at the spectrum of life (indicate direction and intensity). Perry's scheme works for me when assessing intellectual and moral development because it helps me to determine the level of being dualistic, multiplicity, relative or committed. And since the population of women seems to be outgrowing that of men, and I work with a lot of females, I fall on Belenky's women's ways of knowing. Did I say I am an eclectic?

4. What do you do for fun?

I visit friends and chat (intellectual mixed with funny insights and even nonintellectual solving the world's problems); play soccer, tennis, and Ping-Pong; listen to music; and travel.

5. What book(s) are you reading?

I am occupied with too many intellectual books at this time. This is going to change.

6. If you were stranded on a desert island what three things would you bring along?

I would like to take a good friend for good company, sunglasses to protect my eyes from sand dunes, and a portable strong, durable, protective, easily operable tent.

7. Where were you born?

I was born in Africa (west coast) where I would wake up to the melodious tunes of birds and cock crows - not frightening alarm clocks; where I can go to bed in a decent time after having storytelling moment(s) under the shade - not flipping through multiple television channels, and wake up again the next day to the melody of nature.

8. What's the most memorable class you've ever taken?

I took a class on conflict resolution/transformation and negotiation where we were subjected to the discussion of actual practical life situations to come up with solutions, resolutions, or transformational outcome.

9. Favorite TV show, movie, and/or magazine:

Newsweek and Time magazine.

10. Favorite quote:

I have too many favorite quotes. The one quote that is visibly displayed in my office comes from William Channing and says exactly what I always want to say in the following words:

“To live content with small means – to seek elegance rather than luxury and refinement rather than fashion. To be worthy, not respectable, and wealthy, not rich. To listen to stars and birds, babes and sages with open heart. To study hard. To think quietly, act frankly, talk gently. Await occasions, hurry never. In a word, to let the spiritual, unbidden and unconscious grow up through the common – This is my symphony.”



Closing from the Chair-Elect

By [Jeannette Passmore](#), Owens Community College

From Being More to Creating Possibilities this edition of the newsletter is chock full of great information. But as I read through the submitted articles I noticed one thing that was missing. YOUR voice! We would love to hear from our commission members. It can be a short email letting us know what information you are seeking or a brief article for the newsletter. We enjoy representing you and do not want to lose touch with what our membership is interested in and needs when it comes to professional development. So please take a few moments to connect with a directorate member, or the entire commission.

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