

Tacuspa Times

VOLUME 1, ISSUE III

08.27.2010

SPECIAL POINTS OF INTEREST:

- Letter from the President
- Fall Conference
- Fellow Article
- Book Review
- Scholarship Application

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Greetings from the TACUSPA Board!

Amanda Drum, President



Greetings TACUSPA!

Campuses across Texas are gearing up for the start of a new academic year. We are greeting new students and their families, making certain our facilities are pristine, and preparing for a new year of events and programs. While preparing for our future, we are also reflecting on past experiences so we can “close the loop” and put everything we have learned into practice. It has been an excellent year for TACUSPA. The year began with an assessment to determine what our members needed and wanted from the association. This assessment resulted in the creation of a five year strategic plan to take the association to 2015. The plan opens the door for many new and innovative member services and increases the opportunities for members to get involved in the association. Read the plan at <http://www.tacuspa.net/File%20Attachments/strategic%20plan.pdf> and find new ways you want to connect with TACUSPA.

The Executive Board has worked diligently to begin implementing plan initiatives. The following

are a few highlights of their accomplishments:

- The TACUSPA mission statement was updated to better reflect the status and purpose of the association and a diversity statement was created and implemented.
- New technological initiatives were implemented including a Facebook page, blog and a new financial program to allow members to utilize online payment options.
- Formal policies and procedures were created to provide greater accountability and strengthen the association.
- Book reviews and TACUSPA Fellows articles were included in the newsletter.
- TACUSPA co-sponsored the Texas Higher Education Law Conference for the 8th consecutive year.
- Two Knowledge Communities (Assessment and Alcohol and Other Drugs) were charged to create online forums for sharing resources and information among Texas schools.
- The Charter Board of Directors for the TACUSPA Foundation was established. The membership is growing and the association remains fiscally strong with overall assets in excess of \$140,000. While the Board remained fiscally prudent, new initiatives were developed to better serve the membership.

These accomplishments, and the many I did not mention here, are thanks to the hard work of many people. My heartfelt thanks go to the Executive Board, Committee and Caucus Chairs, and other volunteers who worked so hard all year. TACUSPA is an associa-

tion of dedicated professionals who share the common bond of a love for students and learning. You are TACUSPA. Thank you for making this organization so beneficial for all of us. My year as President provided me with new experiences, challenges, opportunities and great fulfillment. I appreciate the opportunity to contribute to an association that has given me so much. One last thing, remember the 2010 Fall Conference, “Critical Conversations in Cow Town,” October 3-5, in Downtown Fort Worth at the Sheraton Hotel and Spa. Lisa Nagy and her crew are planning a fabulous event that includes a pre-conference and keynote address by Dr. John Schuh, a keynote address and breakout session by Dr. Nancy Evans and a closing address by Dr. Jim Studer. For more details, see Lisa’s conference news.

See you in Fort Worth!

Amanda Drum, President



2009-2010 Officers

Board Meeting Schedule

April 5

May 3

June 7

July 12

August 2

September 13

Meetings are held via teleconference unless otherwise noted.

Please,
feel free to
contact us!



President: Dr. Amanda Drum
Director of University Housing
Texas A&M Univ.-Corpus Christi
Amanda.Drum@tamucc.edu



President-Elect: Dr. Trisha VanDuser
Director, Student Development
UNT Health Science Center
vanduser@hsc.unt.edu



Past President: Dr. Elizabeth With
Assoc. Vice President for Student Development
University of North Texas
ewith@unt.edu



VP for Administration: Ms. Alicia Huppe
Assoc. Dean of Recruitment and Programs for New Students
Collin County Community College, Preston Ridge Campus
ahuppe@cccCd.edu



VP for Membership and Marketing: Mr. Grant Shallenberger
Asst. VP of Student Affairs and Administrative Services
Texas A&M University at Galveston
shalleng@tamug.edu



Treasurer: Mr. John D. Kaulfus
Associate Dean of Students
University of Texas at San Antonio
John.Kaulfus@utsa.edu



Director, Data Management and Technology: Dr. Deidra Graves Stephens
Director, Plus Program, McCombs School of Business
University of Texas
Deidra.Stephens@mcombsutexas.edu



Secretary: Ms. Charlin Jones
Assistant Director for Special Events
University of Texas at San Antonio
Charlin.Jones@utsa.edu



Fall 2010 Conference Chair: Lisa Nagy
Assistant Vice President, Student Affairs
University of Texas at Arlington
nagy@uta.edu

TACUSPA FALL Conference

“Critical Conversations in Cowtown”

Registration is now open for the TACUSPA Fall 2010 Conference, “Critical Conversations in Cowtown”. Come join us in Fort Worth, October 3-5, 2010 at the Sheraton Fort Worth Hotel & Spa. This year’s conference will feature national speakers Dr. John Schuh & Dr. Nancy Evans. Dr. John Schuh will be hosting a pre-conference workshop on Assessment in Student Affairs on Sunday and serving as keynote speaker on Monday afternoon. Dr. Evans will be our opening speaker on Sunday with a break out session on Monday morning. Other highlighted speakers Dr. Lane Rawlins and Dr. Jim Studer will also be there so check out our site for more information.

Conference attendees are also welcome to participate in the Golf Tournament on Sunday afternoon which will be played at Chester Ditto Golf Course in Arlington. Professionals new to Student Affairs (generally five years or less professional experience) can take advantage of the New Professional Institute (NPI). NPI is a wonderful way to meet and network with new professionals in the state of Texas, learn about the benefits of your membership in TACUSPA, further develop your interpersonal and leadership skills, and learn tips for success in the field from experienced professionals. There is no additional charge for participation in NPI and lunch is provided.

Conference registration for TACUSPA is available online. Our site features all the information you need to register for the conference and to book your hotel reservation. Take advantage of the early-bird registration by registering before September 10th. Visit our site at <http://blog.uta.edu/tacuspa/>.

We look forward to seeing you in cowtown!

TACUSPA 2010 Conference

October 3-5, 2010

Sheraton Fort Worth Hotel & Spa

Fort Worth, TX

Graduate Student
Scholarship
Application
On page 9!

FORT WORTH
TEXAS

CRITICAL
CONVERSATIONS
IN COWTOWN

The Transition to College: College choice decisions of first generation students

Introduction

Access to higher education for traditionally underrepresented populations in the United States has increased the numbers of minority students that are attending institutions of higher education. This increasing diversity has presented challenges to institutions of higher education to provide culturally inclusive policies and services to meet the needs of their first-generation students where



students do not follow a typical college choice decision model (Hossler &

Gallagher 1987). For underrepresented students the transition to college can be difficult due to lack of college preparation in high school, limited exposure to those who have attended institutions of higher education, and for many these students are in the position of being the first in their family to attend college.

Statement of problem

The college choice decision is important for any student. However, for first-generation students the decision making process is often predicated upon external factors that influence their college choice decisions. Often first-generation students in their college choice decisions are leaving to chance whether or not the institution is a good fit.

For first-generation students the reality of finances, location, and family support often outweigh their college choice aspirations and choose institutions “because they are eager

to complete their education...and begin to reap the economic rewards of further education for their family” (Corrigan, 2003, p.29). The question becomes, how can institutions provide social and academic support for these students in order for them to succeed on their campuses?

Corrigan (2003) and Berliner (2007) discussed socio-economic status as a factor for first-generation minority students in educational attainment. Socio-economic status is a factor for first-generation minority students in two ways. The first way is in the quality of education that they receive through primary and secondary schooling. Many first-generation students will begin college academically behind their higher socio-economic status peers. This has a direct institutional impact as first-generation students who come from a low socio-economic status are often required to take developmental education, which can affect their persistence rates.

Socio-economic status also plays a role in educational attainment through institutional choice. Corrigan (2003) discussed the various factors that play a role in the college choice decision for students who are low income. Corrigan classified students as either an independent student, with a dependent to provide for or a dependent student with family obligations that necessitated that they have employment. The important variable for either of these groups is that they most often had to work and were more than likely to attend school part-time. There is a strong correlation between employment and the institu-

tion that low income students chose to attend. These students usually chose institutions that were close to home and affordable (Corrigan, 2003).

The Hossler and Gallagher (1987) framework constructed the college choice decision into three phases: predisposition, search and choice. The theory was that first students take actions that create an orientation to college, next they begin the college search process by making campus visits to find the one that feels right, and lastly they settle on the institution that they think meets their needs. By placing a normative value on the college choice process Hossler and Gallagher take into consideration that racial minority, first-generation or low income students do not follow this path when making their college selection choices.

Implications for practice

How do institutions of higher education address the needs of a student population that may need additional services and support for them to succeed? The first impression of an institution a first-generation student will happen once they arrive on campus for the first time. In order for first-generation students’ to have a successful transition the institution must provide opportunities for students to engage in peer relationships, through either informal gatherings or more structured social interactions (Hurtado & Carter, 1997). It is important for student success that these students attend an orientation, so they can understand the climate of the campus.

Establishing mentoring relationships is strategic component to student success and involvement. Mentoring programs allow underrepresented groups find a support system that helps them in

their transition to college in order to connect socially and into campus culture (Sutton & Kimbrough, 2001). Academic advising centers are in a unique position to be able to help first generation students with their transition to college. Having a dedicated academic advising team that is assigned to work with first generation students can help alleviate many of the barriers that students may encounter on campus.

Finally, bridge programs, such as TRIO programs, need to have a higher visibility on secondary and post-secondary campuses. Students that have participated in these college preparation programs have seen improvement in college readiness and academic achievement (Ward, 2006).

Institutions that implement a variety of initiatives, policies and support programs on their campus to deal with this student population can have a positive correlation to retention and degree attainment.

Conclusion

For first-generation students the pathway to college is often influenced by external factors and burdened with barriers they have to overcome in order to pursue their educational goals. The role the institution plays in helping these students overcome those barriers is critical to their success. These students arrive with different backgrounds, ideas and experiences, but the common factor of being the first in their family to attend college. It is up to the institution to ensure it fills in the gap by creating a good fit for the student. This means establishing programs that meet the needs of its students with concern for their academic ability and development, an atmosphere that is welcoming and inclusive, and finally opportunities for these students to engage with diverse peers in a meaningful way (Swail et al, 2003).

That is a large task for institutions to undertake, but one they must achieve if they are to ensure the success of their student population. Institutions can take steps to create this type of environment by having a culturally aware and sensitive staff that understands that

not every student is going to experience their campus in the same way, and developing and implementing programs to meet those students' needs. However, it is not enough to hire people who have a high regard for diversity, but also to implement structural changes that display that commitment to the institution as a whole (Pope, et al, 2004).

First-generation students need to feel as though they are a part of the fabric of their institution, and institutions have the ability to make them a part of that fabric by creating policies and support services that are inclusive and respectful of each student's pathway to college.

- Tracy Walton-Hunt

The University of Texas
at San Antonio



TACUSPA 2011

October 16-18, 2011
Holiday Inn Town Lake
Austin, Texas
"Live Music Capital of the World"

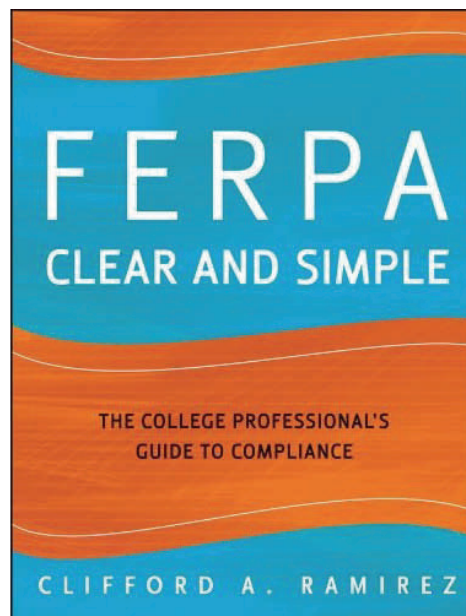
If you are interested in serving on the conference committee, contact Sheila Reynolds at sr35@txstate.edu.

FERPA Clear and Simple: The College Professional's Guide to Compliance

By Clifford A. Ramirez

Higher education practitioners, administrators, and faculty who are interested in expanding their knowledge of privacy laws in the K-12 and postsecondary environments should consider reading “FERPA Clear and Simple: The College Professional's Guide to Compliance” (ISBN - 0470498773) by Clifford A. Ramirez. Ramirez is a consultant and trainer for numerous higher education institutions and a FERPA expert for the College Parents of America. He gathered information for his book from various sources including the U.S. National Archives and Records Administration and the Electronic Privacy Information Center. When compared to other books on education and privacy, this book explains FERPA (Family Education Rights and Privacy Act) requirements in a clear and understandable way. Divided into six distinct chapters, this book focuses on the following concepts: a) FERPA and the Regulatory

Universe of Privacy, b) Understanding FERPA Basics, c) Understanding the Privacy Rights Under FERPA, d) FERPA Exceptions for Parents and Safety, e) Other Expectations and FERPA Concerns, and f) Strategies for FERPA Compliance.



The first chapter, “FERPA and the Regulatory Universe of Privacy”, focuses on the history of privacy and an introduction to the FERPA. This chapter addresses the U.S. Code of Fair Information Practices, the Privacy Act of 1974, and the sector approach to privacy. Then the chapter becomes more focused on

higher education by addressing the regulations for student records privacy, the enforcement of FERPA, and the applicability of FERPA and the penalties for noncompliance.

The second chapter, “Understanding FERPA Basics”, focuses the basic concepts of the act and these concepts apply to the educational environment. This chapter emphasizes how FERPA applies to the K-12 and postsecondary educational settings. “Understanding FERPA Basics focused on the differences between students and eligible students, records and education records, directory and non-directory information, prior written consent, and education officials/ legitimate educational interest.

The third chapter, “Understanding the Privacy Rights Under FERPA”, explores the specific rights under FERPA. These rights include the following: the right to inspect and review, right to seek to amend, the right of

Book Review, Cont.

of control over disclosure, and the right to file a complaint. This chapter also focuses on the annual notification of the FERPA rights and the method of notification.

The fourth chapter, “FERPA Expectations for Parents and Safety”, addressed the following exceptions: legal age and the concept of In Loco Parentis, notification of drug and alcohol violations, and threats to health and safety. In addition to the aforementioned FERPA exceptions, the concept of Safe Campus is addressed. In this section, the author focused on the following three requirements of “safe public campuses”: reporting of crime statistics, issuance of timely warning when the potential of unsafe conditions presents themselves, disclosure of security policies to students and staff. The final exceptions addressed in this chapter include: the Sex Crimes Prevention Act, and the USA Patriot Act.

Chapter five, “Other Exceptions and FERPA Concerns”, focused on the following: disclosures to other educational agencies and in-

stitutions, Subpoenas and Ex Parte Orders, redisclosures and service providers, studies and research, recordation requirements for disclosures, and military recruiters/the Solomon Amendment. One particularly interesting part of this chapter was the studies and research section.

The final chapter, “Strategies for FERPA Compliance”, addressed five strategies of FERPA Compliance. The first three strategies were: annual notification, policy and procedure, and training materials. The final two strategies were: reports and other documentation and maintaining FERPA compliance. One of the most interesting aspects of this chapter was the compliance checklist.



Overall, this book would be very helpful for all higher education practitioners, administrators, trainers, and faculty. Each of the six chapters in this book, a) FERPA and the Regulatory Universe of Privacy, b) Understanding FERPA Basics, c) Understanding the Privacy Rights Under FERPA, d) FERPA Exceptions for Parents and Safety, e) Other Expectations and FERPA Concerns, and f) Strategies for FERPA Compliance, will provide readers with essential knowledge for the higher education field. This book was very easy to read and it seems almost every higher education professional would benefit from having this book as a professional reference guide.

- By
Dr. Jennifer T. Edwards
Tarleton State University

Third Quarter Financial Summary

CHECKING ACCOUNT

Operations

Expenses

	BUDGET	ACTUAL
President	\$3,575.00	\$1,302.78
President-Elect	\$400.00	\$0.00
Past President	\$200.00	\$0.00
Vice President-Admin	\$275.00	\$149.34
Vice President-Mktg&Mbrshp	\$5,260.00	\$795.31
Secretary	\$15.00	\$0.00
Treasurer	\$2,750.00	\$1,541.89
Dir-DataMgmt&Tech	\$1,000.00	\$239.40
Reserve	\$0.00	\$0.00

\$4,028.72

Income

Balance as of 9/1/08		\$11,732.28
2009 Membership Dues		\$1,940.00
2010 Membership Dues		\$13,305.00

\$26,977.28

\$22,948.56

Conference

Expenses

Fall 2009		\$23,782.38
Fall 2010		\$85.01

\$23,867.39

Income

Balance as of 9/1/09		\$24,340.87
Fall 2009		\$26,055.00
Fall 2010		\$1,500.00

\$51,895.87

\$28,028.48

Foundation

Income

Balance as of 9/1/09		\$750.00
2009/2010		\$1,850.00

\$2,600.00

\$2,600.00

Checking Balance

BUSINESS INVESTMENT ACCOUNT

Income

Balance as of 9/1/09		\$32,776.53
Interest		\$31.43

\$32,807.96

\$32,807.96

BIA Balance

CERTIFICATES OF DEPOSIT

Three Year CD to Mature 8/2010		\$11,731.34
Three Year CD to Mature 8/2011		\$22,499.93
Three Year CD to Mature 8/2012		\$21,759.53

\$55,990.80

CD Balance

BALANCE (Reconciled through 5/31/10 - 3rd Quarter)

\$55,990.80

\$142,375.80

- John Kaulfus



TACUSPA Fall 2010 Annual Conference
Graduate Student Scholarship Application
October 3 - 5, Fort Worth, Texas

The Texas Association of College and University Student Personnel Administrators (TACUSPA) will be awarding five (5) scholarships to graduate students attending the Annual Conference. Each scholarship will cover conference registration fees. Transportation and lodging are the responsibility of the recipient.

Eligibility and Criteria for Selection:

- Must be a student member of TACUSPA (\$20 annual dues)
- Must be a full-time graduate student pursuing a career in student affairs, counseling, higher education or related field
- Expected career benefits to the recipient
- Quality of plans to apply conference experience to professional preparation
- All applicants must be endorsed by a graduate faculty member at the institution where the student is enrolled or by a professional member of TACUSPA (signature required on application)

Deadline for application: Tuesday, September 14, 2010

Name: _____
Last First MI

Address: _____
P.O. Box/Street City/State Zip

Phone (work): _____ (cell): _____ E-mail: _____

Field of Study: _____ Degree Sought: _____

Institution: _____ Anticipated graduation date: _____

Are you currently a member of TACUSPA? _____ Yes _____ No _____ # Years

Applicant Signature: _____ Date: _____

Please submit documents electronically – scan and attach application. On a separate document, describe your plans to apply the conference experience to your professional preparation, and the expected career benefits to the recipient.

Sponsor name (printed) _____

Sponsor's signature _____

Title: _____

Mail to: Jacqueline Hamilton, Ed. D.
TACUSPA Graduate Student Scholarship
Texas A & M University – Corpus Christi
6300 Ocean Drive, Unit 5713
Corpus Christi, Texas 78412-5713
Phone: (361) 825-3397
Email: Jacqueline.hamilton@tamucc.edu

Note: Scholarship winners will be asked to register through TACUSPA and **not** the Fort Worth online registration.