

CAAHE

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NEWS
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Consortium
for the Advancement
of Adult Higher
Education

*"...committed to meeting the
lifelong needs of adult
students..."*

<http://www.caahe.org>

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From the Chair

by Rick Maclin

"A teacher affects eternity, he can never tell where his influence stops."—Henry B. Adams (19th-Century American Historian)

CONFUCIUS SAYS...

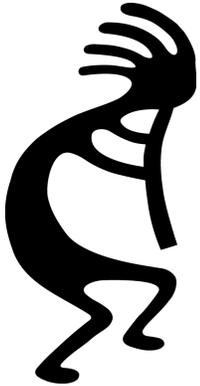
I have been teaching at the collegiate level for twenty years. As a teacher, I never know the impact my instruction will have on a student's future. Those of us in the field of education are influencers, but to what degree is uncertain at times. When we reminisce about our own educational experiences, we remember the positive as well as the negative. Do we expect the teachers in our program to be influencers?

One of the great teachers in history was Confucius. He worked diligently to influence his students, and he had high expectations of them as learners. The most important characteristic Confucius asked of his students was that they make an effort to learn. He encouraged them to make the effort to learn by allowing them room to think for themselves. Confucius then encouraged his students to put what they learned into practice through their actual deeds. To Confucius, an important element of teaching was an attempt to improve the student's character. When he saw a student working to better himself, he did all he could to assist him. He consistently challenged his students to put forth a positive effort.

Confucius believed that to be a good teacher one also had to be a good student. To accomplish this, Confucius felt that a good teacher had to be an attentive listener. He wanted to learn from his students and learn how to teach them. He stated, "One must listen silently, to learn untiringly, and to teach others without getting weary."

Although most of Confucius's teaching was through the conversational style, he once announced to a class that he would not speak. One of his disciples immediately objected. He expected his teacher to always talk with students so they could pass on his teaching. Confucius used this situation to call their attention to the silent teachings of nature: "Does Heaven speak? Yet the four seasons run their course and creation moves according to the seasons. Does Heaven speak?" Perhaps he was pointing out that the greatest teacher would still remain after he was gone. If faculty are to teach in order to affect eternity, they must learn to influence students by having high expectations for all students, modeling the learning and attitudes they want to see in students, seeking ways to find and encourage the potential of each student, and encouraging students to take charge of their learning, thus becoming more responsible and accountable for their own achievements.

In conclusion, let me leave you with the following thought from Confucius: "Would not it be pleasant if students wanted to learn continually and put it into practice so they can influence others?"



CAAHE 10th Anniversary: Celebrating Success!

Mark your calendars for The Annual CAAHE Conference, which will be held June 14–16, 2000, in Scottsdale, Arizona, at the Doubletree La Posada Resort. This year's conference marks CAAHE's Tenth Anniversary, and the theme will be "Celebrating Success." The Institute for Professional Development is pleased to host the conference this year and will kick off the celebration with a festive reception and dinner Wednesday evening, June 14. For more information about the conference and a registration packet, contact your Institutional Representative. Plan to bring the family and make an extended stay to enjoy the sunshine and desert beauty that Arizona has to offer. We hope to see you all there!

Benedictine Offers First Off-Site Classes and Receives Approval for Expansion

Benedictine University offered its first off-site classes for the associate's program in Itasca, Illinois, in November and in Chicago in March. The University was able to negotiate successfully with the sites for a custom build out, complete with furniture, in return for a two-year classroom rental. Both locations are now up and running.

Also, Benedictine received approval from the Illinois Board of Higher Education (IBHE) in February to expand its associate's offerings to northern Cook County and Lake County, Illinois.

Currently Benedictine is developing bachelor's and master's programs to offer in the fall.

Averett Opens New Site

The first class at Averett's newest off-campus site, in the Southern Virginia Region, was held on February 15, 2000. The new facility has three classrooms that are able to accommodate fourteen, sixteen, or eighteen students. Each classroom has been wired for Internet access, and there is a study area in the building. Seven clusters are already meeting in this new building, which replaces the rental space at a local hotel and at a Continuing Education Center at a local university. Averett is looking forward to the ribbon-cutting ceremony, which will be held on May 25th.

Rick Maclin Accepts Provost Position

It is always a little sad when someone with whom we have worked closely leaves our organization. However, when that individual's leaving is due to a better opportunity or higher calling, it is a little easier to say goodbye. The CAAHE membership reluctantly bids farewell to Dr. Rick Maclin, who has served as CAAHE Chair and Vice Chair for the past two years.

Dr. Maclin has accepted the position of Provost at Eastern Mennonite University in Harrisonburg, Virginia, as of July 2000. Upon his departure, Carol Dillon, currently Assistant Dean and Director of Student Services for the OPTIONS program, will assume the one-year position of Interim Associate Dean of OPTIONS. Judith Meyer, Vice President and Dean for Academic Affairs at Fontbonne, has announced a search for a Dean of Business, who will oversee all the business programs at Fontbonne, including the OPTIONS program.

Two Contract Renewals for IPD and Partners

The Institute for Professional Development announces contract renewals with Olivet Nazarene University in Kankakee, Illinois, and Belhaven College in Jackson, Mississippi.

The partnership with Olivet Nazarene University has been extended for five years. This extension includes plans to expand regionally in the state of Illinois, continuing to offer bachelor's and master's degrees to adult students.

IPD's contract with Belhaven has been extended to 2005 and will include the addition of an Associate of Science degree and Bachelor and Master of Science in Management degrees to the Adult EDGE programs in both Jackson, Mississippi, and Memphis, Tennessee.

IPD Begins New Partnership with Aquinas College

The Institute for Professional Development is pleased to announce an addition to its partner institutions. IPD recently signed a contract with Aquinas College to jointly offer associate's and bachelor's degrees to the adult students in and around Nashville, Tennessee. This partnership will be under the direction of Jane Baker Pierce, IPD's Regional Vice President in the Southern Region. Jane will provide Aquinas with her years of experience and expertise to successfully develop their adult program.

ACADEMIC SERVICES

Baker SPGS Expands Faculty Orientation

Baker's School of Professional and Graduate Studies (SPGS) has expanded its orientation process for new faculty members. Response to the new orientation has been enthusiastic, with new faculty reporting greater confidence in teaching their first class. The old version was a 1-hour individual information download that often left faculty glassy-eyed. The new version is a series of four 3-hour sessions that address separate topics. The first session each new instructor attends covers administrative procedures, including a full hour on the study group role at SPGS and time for questions that are answered by senior faculty members. The session is facilitated by the Director of Instruction and Technology and the Assistant Director of Faculty, with other SPGS directors attending as time allows. The administrative session is offered every month. The other three sessions are offered on a rotating basis so that each is held four times a year. The topics they address are active learning and classroom assessment, techniques for creating valid test questions, and guidelines on how to grade and improve student writing skills. These three sessions are directed to new instructors but are open to experienced faculty members as well.

Belhaven Adds New Programs

Belhaven College has added three new degree programs to its Adult EDGE program. Recruitment for an Associate of Arts in Business degree and a Bachelor of Science in Management degree began in March. Marketing of a Master of Science in Management degree will begin in June.

Baker SPGS Opens Prior Learning Assessment Center

To assist students in completing baccalaureate requirements for graduation, Baker opened the Prior Learning Assessment Center in July 1999. A new course was established to assist students in preparing a PLA Portfolio for evaluation. During the past six months, the percentage of undergraduate students earning credit through this mode doubled. The PLA Center also began administering CLEP and DANTES examinations in January 2000. CLEP and DANTES exams are scheduled for the second and fourth Friday of each month to assist current students in degree completion and attract prospective students to the testing center. The PLA Center also assists veterans and evaluates U.S. Military Service courses for credit.

New MBA Program at Medaille College

Medaille's first group for its new MBA program started in mid-January. The ACCEL MBA program is focused on strategic decision making and executive leadership.

Writing Help Available at SPGS

Baker students and faculty now have additional resources when it comes to writing. Professor Jane Wood, full-time English professor at SPGS, has designed a writing Web site for students and faculty called "The Writing Exchange" at http://embanet.com/~jane_wood. The site explains the writing process, offers individualized feedback, includes a grammar site link, offers practice quizzes, and offers information about MLA citations. The site provides a link to NoodleBib, which can automatically create an entire "Works Cited" page and correctly configure a bibliography in MLA style.



Two New Graduate Degrees Offered at Cornerstone University

During the first quarter of the year 2000, the Division of Adult and Continuing Education at Cornerstone University introduced two new graduate business degrees to the marketplace: a Master of Business Administration (MBA) and a Master of Science in Management (MSM). Both of these degrees are offered in the cohort model.

The MBA program has a quantitative focus that includes accounting, finance, economics, quantitative analysis, and managerial leadership. It is 43 credit hours in length and takes approximately twenty-three months to complete. The MSM program focuses more heavily on management, leadership, and organizational communication. This program is 39 credit hours in length and takes approximately twenty months to complete.

A key component of both programs will be the incorporation of laptop computers into the curriculum. Every student entering either program will receive a laptop computer and state-of-the-art software as part of his or her tuition package. The laptops are integrated into the courses and, therefore, will be integral to the learning process.

ACADEMIC SERVICES

Baker Offers Online Elective Course to Bachelor's Degree Candidates

Baker's SPGS recently offered a new online course to bachelor's students. The seven-week course, *Professional Development in Leadership*, began in mid-January and focused on personal and professional leadership development, covering topics such as leadership theories, approaches, and styles as applied in the workplace. The course was delivered asynchronously, which means that students completed assignments on a schedule but did not have to be in class on any specific day or time. The course was designed to accommodate those students who could not fit another on-ground course into their busy schedules in any other way. Using Microsoft® UniLearn software, each lesson required both independent and collaborative effort, journal research using the databases contained in Baker's Collins Virtual Library, practical experiences from students' professional environments, and supplemental reading assignments. The course was designed and taught by Bill McCollum, Assistant Dean. Upon completion of the course, students and faculty reflected on some of the "important lessons learned" from this online course experience: providing materials and instructions well ahead of the class start, encouraging collaboration among students, adjusting to the significant online workload for both students and faculty, returning assignments to students quickly with constructive comments to allow students to effectively progress through the course, and carefully selecting courses that are conducive to online presentation. The asynchronous online environment presented new and interesting challenges with encouraging results. Baker will continue to move forward to provide greater online elective opportunities for its undergraduate business students.

Indiana Wesleyan Students Take Electives Online

More Indiana Wesleyan University students are choosing to complete their degree requirements by taking elective courses online. Since the first IWU general education course was offered online in 1996, a steadily increasing number of degree completion students are choosing this avenue to fulfill their final degree requirements.

During the 1999 calendar year, 2,524 students registered with IWU's General Studies Department for at least one elective course. Of these, 606 chose to enroll in an online course. Thus, in 1999, almost one quarter (24%) of the students taking electives in the Division of Adult and Professional Studies were taking them online.

During the past six months, this trend has only intensified. During that period, of the 764 students taking elective courses, 313 of them have chosen online courses. Thus, during the past six months, 41% of the students taking elective courses have taken them online.

IWU currently offers the following online electives courses:

- Themes in Biblical Literature
- Earth Science
- English Composition II
- Music Appreciation
- Ethics
- Career Development
- Basic Computer Concepts
- Driver's Education on the Information Superhighway
- Internet Tools
- Building Your [www.Homepage](#)

Two more courses, General Mathematics and Modern American History, are currently under development.



ACADEMIC SERVICES

Portfolio Assessment in Graduate Education at Indiana Wesleyan

Over the past five years, Indiana Wesleyan University has been engaged in developing a performance-based qualitative assessment for the Master of Education program. The underlying premise for this research and design work was “value-added learning” for the K–12 classroom teacher. It was believed that a unifying assessment project that included portfolio assessment would contribute to improving the lives and learning processes of teachers and their students. Thus, work began in accurately describing what an accomplished teacher should know and be able to do. It was decided to require an Applied Masters Portfolio as a culminating graduate project. The intended result was an intensive master’s degree that expanded knowledge of content-specific instruction with the goal of improving student achievement and learning.

Standards

The Indiana Professional Standards Board (IPSB) is leading Indiana institutions toward continuing education licensure based on INTASC principles, IPSB content and developmental standards, and National Board for Professional Teaching Standards (NBPTS). These standards became the foundational knowledge base of the Teacher as Agent of Change conceptual framework. As IWU engaged the professional community in the development of the domains, outcomes, and expectations for its master’s program, it aligned its work with the state and national standards. The result was the Teacher as Agent of Change in five domains:

- Implementing Instructional Effectiveness
- Leading Curricular Change
- Managing Classroom Learning
- Practicing Reflective Assessment
- Building Learning Networks

These domains aligned with the five propositions of the NBPTS. The professional community then developed an outcome statement for each domain and six expectations for each domain outcome. The outcome and expectation statements were aligned with state and national standards and served as the basis for qualitative performance-based assessment via the Applied Masters Portfolio.

Process Elements

The aim of the Applied Masters Portfolio qualitative performance assessment process is to enable M.Ed. candidates to become integral and conscious participants in their professional growth processes, contributing to increased motivation, more responsible behavior, and greater achievement for all students. As candidates commence their M.Ed. Learning journey, they enter into an agreement with a building-level Mentor/Observer and a university Instructor/Advisor. The Mentor aids the candidate in documenting changes in curriculum, instruction, student assessment, and agent of change activities leading to school improvement. The Instructor/Advisor oversees the development of the Applied Masters Portfolio via ongoing Internet interactivity, two formative assessment conferences, and a summative evaluation of the culminating portfolio based on a “qualitative assessment instrument.”

IWU has just completed its first cohort groups utilizing the new mode. The evidence clearly indicates that IWU has created a performance-based qualitative assessment process resulting in value-added learning for the K–12 students of candidates practicing as “agents of change.” Based on a review of the Applied Masters Portfolio and the graduate surveys, the process is directly contributing to improving the lives and the teaching and learning processes of teachers and students.

ACADEMIC SERVICES

Averett and the Marine Corps Sign Education Service Agreement

Officials from Averett College and the United States Marine Corps signed an agreement allowing the Danville-based college to offer business degrees to Marines on active duty. This spring, Averett will begin offering Master of Business Administration, Bachelor of Business Administration, and Associate in Business degree programs to Marines stationed at 18 sites throughout the world. The courses will be offered via interactive video technology as part of the Marine Corps Satellite Education Network (MCSEN). Interactive video technology allows students in multiple locations to hear, see, and speak with students in other locations on the network. Averett will be the only institution of higher education offering MBA, BBA, and ASB degree programs through the MCSEN.

By enrolling in one of the Averett programs, a Marine can pursue a business degree without concern about transfer problems or residency requirements. In addition, students will become familiar with a technology that is fast becoming a mainstay of business. The format of the classes will follow that of the other courses offered through Averett's Graduate and Professional Studies (GPS) Program. Students will attend class one evening per week and meet one evening per week in study teams.

This signing of the education service agreement will greatly expand Averett's reach and improve the educational opportunities available to members of the military.

RESEARCH

IPD Research Department Developing Interactive Web Site

IPD partners will soon be able to access up-to-date IPD research information on an as-needed basis. The Research Department is currently developing an interactive Web site that will include special research announcements, project updates, important links, contact information, and databases. An overview of all IPD research services will also be available on the site, including market research, test development, and outcomes assessment consultation.

Grant Monies Available for IPD Partners

As a reminder, faculty at IPD partner institutions can apply to the IPD Research Department for grant monies to fund extracurricular research.

For an application package or more information on grant funding, please contact Dr. Michael Nanna at (480) 557-1157 or by email at michael.nanna@apollogrp.edu.

Outcomes Assessment Test Item Writing

The outcomes assessment and test development project is moving forward as planned. Currently, all submitted items are being formatted and prepared for the next stage of development, which includes a peer review of all items. Subsequent stages will involve pilot testing of sample items at each of three participating schools, as well as additional schools to be identified at a later date. After pilot testing is completed, a full item analysis will take place in order to assess the difficulty and discriminability of each individual item. Additional pilot testing will then be performed to examine the test's internal consistency. Further analysis may include Item Response Theory (IRT) models. Upon completion of all development stages, the test will be ready for implementation after the appropriate logistic and test security issues have been adequately addressed.

Enrollment Database

Dr. Michael Nanna, along with the assistance of Research and Technology Specialist Shandra Grider, is currently working on the enrollment and demographic databases. This project is currently in the initial data-cleaning phase. Completion of these two databases will allow IPD to begin looking at enrollment trends, as well as the relationships of enrollments with various economic and demographic variables. Knowledge of these relationships will have a substantial impact on IPD's ability to project enrollment estimates and to understand the complex interaction of multiple factors that work synergistically in affecting enrollments.

ACCREDITATION UPDATE



Accreditation Site Visit at Fontbonne College

A team from the North Central Association (NCA) conducted an accreditation site visit at Fontbonne College from January 30–February 2, 2000. The visit resulted in a reaffirmation of Fontbonne's accreditation for ten more years. Congratulations to Fontbonne on this success!

The 105th Annual Meeting of the North Central Association

CAAHE was well represented at the 105th Annual Meeting of the North Central Association in Chicago, held April 1–4, 2000.

Four CAAHE institutions were involved in presentations this year.

Cardinal Stritch University

Marna Boyle, Vice President for Academic Affairs, has been serving on the NCA Task Force on Adult Degree Completion Programs to develop “principles of good practice.” A draft of the principles was presented to the session attendees for comment. The principles will be finalized prior to the June meeting of NCA. If you are interested in seeing the draft copy, please contact Mary Ann Holtz at maholtz@apollogrp.edu, and she can fax a copy to you.

Indiana Wesleyan University

David Wright, Vice President/Dean for Adult and Professional Studies, and Mark Smith, Associate Dean, conducted a session entitled “Assessing Nontraditional Programs: The Framework, the Tools, the Results, the Improvement Strategies.” This was an excellent session—and standing room only!

Fontbonne College

“Managing Adjunct Faculty: A Model for Classroom Success” was the session conducted by Bernie Yevin, Director of Faculty for the OPTIONS Program, and Beth Newton, Chair, Department of Mathematics and Computer Science. The session highlighted the model utilized by Fontbonne to recruit, evaluate, and provide mentoring and feedback to adjunct faculty. This was another very popular session.

Ohio Dominican College

William Vensel, Assistant Dean for Academic Affairs, and Andy Keogh, Vice President for Academic Affairs, presented a session entitled “Institution Mission and Strategic Plan: Map and Territory.” The discussion highlighted the importance of the mission statement guiding strategic planning decisions, which then create the road map for institutional change and effectiveness.

Congratulations to all of the presenters mentioned above on being selected to present at such an important conference.

NCA News

North Central has published an addendum to the most recent Handbook of Accreditation (1997). The addendum, dated March 2000, includes changes in policies made since 1997. Of special interest are the new policies on institutional changes and a new section on “Assessment of Student Academic Achievement: Levels of Implementation.” Copies of the addendum can be ordered through the NCA Web site at <http://www.ncacihe.org> for a price of \$2.50.

Additional good news from North Central....A new staff position was recently created to assist with the processing of institutional change requests. Dr. Julie Weissman is serving as the Assistant Director for Institutional Change. She will be working with the NCA staff and institutions to facilitate and interpret the new institutional change policies. Dr. Weissman can be reached at the NCA office in Chicago, or by email at weissman@ncacihe.org.

STUDENT SERVICES

The Annual IPD/CAAHE Student Services Conference

Student services professionals ventured down the yellow brick road on April 6 and 7 for a two-day visit with the Wizard of Oz, the theme for the fourth Annual IPD Student Services Conference, sponsored by IPD and hosted this year by Baker University. The popular movie from the 1940s was used by speakers and presenters to symbolize diversity of personalities in the workplace and how to build effective work teams utilizing the strengths of each member. Forty-two participants, representing the areas of student services, advisement, academic records, and assessment of prior learning from 16 CAAHE institutions and IPD, attended workshops on topics that included building effective work teams, using Myers-Briggs Personality Type Indicators as a tool to better understand ourselves and those with whom we work, negotiation and conflict resolution, student retention, and reaching individual and team goals. Special thanks go to the Conference Planning Committee and cohosts Royce Ann Collins and Terri Beauregard of Baker University for an outstanding conference, and to Jerry Noble, President of IPD, and to IPD's partner institutions for continued support of this important annual event.

Baker Launches Student Information Web Site

As a supplement to the Baker University Web site, SPGS hosts an informational site for current students and faculty at http://embanet.com/~bu_spgs/. This site includes commonly used forms; policy, accounting, and financial aid information; transcript and receipt request instructions; a faculty bulletin board; campus addresses, phone numbers, and maps; links to the University's virtual library and online dictionary; and Acer/Microtech computer support. This site was designed to provide information and to reduce the volume of telephone calls.

Consumerism and What it Means to Student Services

The term consumerism refers to the dissemination of various information to prospective and currently enrolled students, and prospective and current employees, as required by the Department of Education. The Department mandates that institutions provide information concerning the institution itself, financial assistance available to students, completion and graduation rates at the institution, completion and graduation rates for student athletes, campus security institutional policies and crime statistics, and various policies and procedures pertaining to drug and alcohol abuse prevention and sexual assault. The campus institutional policies and crime statistics must be compiled in a report and distributed to students by October 1 of each year.

Institutions are also required to provide students with a notice each year that lists the information available to them, with a brief description of each type of information and the procedures for obtaining that information.

Both the consumerism information and the notice can be distributed to students and employees in a variety of ways. One method of distribution is direct mail. Postal mail, campus mail, and electronic mail are all types of direct mail. Another method of distribution is providing the publication directly to each individual. Finally, an institution may opt to post the consumerism information on an Internet or Intranet Web site, provided that the institution includes the exact electronic address where the information can be obtained. Additionally, the notice must inform students and employees that paper copies of the disclosures may be obtained upon request.

In many cases, student services professionals are tasked with ensuring that prospective and current employees are provided with consumerism information since student services professionals are often the first individuals with whom students interact at the institution. Additionally, depending on the institution, representatives from student services may be responsible for compiling the completion and graduation rates for students. Finally, student services employees may be included as part of the institutional team that assembles the required information and determines the best method of distribution.

For more information on consumerism requirements, access the Department of Education's Web site entitled Information for Financial Aid Professionals at <http://ifap.ed.gov> or consult with your institution's financial aid staff.

Additionally, CAAHE and IPD Financial Aid are sponsoring a joint session on consumerism during the IPD/CAAHE Financial Aid Conference on Friday, June 16, from 2:00 to 3:00 p.m. The session is entitled "Publish or Perish."

WELCOME



Averett College

As of March 1, 2000, **Kendall Carter** has been appointed the permanent Director/Assistant Dean of the Southern Virginia Region in the Graduate and Professional Studies Program. Kendall has been with Averett for twelve years and is an Averett College graduate.

Cornerstone University

The newly created Office Manager position has been filled by **Judy Koning**. Prior to joining the ACE office staff, Judy worked as Office Manager in Career Services for the undergraduate programs.

Ron Lane has joined the Registrar's Office as Assessment Advisor.

IPD

Norma Atkinson has accepted the position of Marketing Manager for the New Haven Division of Albertus Magnus College. Norma started with IPD in 1994 as a Marketing Representative. She is a three-time Peak Performer and for the last year has served as the Marketing Manager for Eastern Nazarene College.

Shorter College's School of Professional Programs welcomes two new enrollment representatives: **Flo Bukenhofer** and **Melody Bourne**.

Darrell Burrell, Marketing Manager, has moved to Averett's Greater Washington Region (Northern Virginia), exclusively, whereas he previously managed both the GWR and Tidewater regions.

Fred Holloran has accepted the position of Contract Manager for Albertus Magnus College. Fred started his career with IPD in 1994 as Marketing Manager for Albertus and then relocated to Buffalo, New York, in the role of Contract Manager to start up the Medaille College contract. He returned to Albertus in July 1998 as Marketing Manager to assist with the start-up of the Hartford Learning Center, which has flourished under his direction.

Tonya Jones has been promoted to Marketing Representative for Averett's Central Region. Tonya started with IPD about one year ago as Marketing Coordinator and previously worked with Averett in Student Services.

In January, **Sara Remeur** assumed the position of Program Representative for the Adult EDGE program in Memphis.

Joy Rhodes has been promoted to Marketing Representative for Averett's Tidewater Region. Joy has been with IPD for a little over one year as the Marketing Coordinator.

The Montreat Division is pleased to announce that **Susan Sliney** has accepted the position of Marketing Manager as of March 1, 2000. Susan has been a very successful Marketing Representative in Charlotte and will be a great addition to the management team at Montreat.

Franc Tamboli, Contract Manager for Belhaven College, has accepted the position as Contract Manager for IPD's newest partner, Aquinas College, in Nashville, Tennessee. Franc will relocate to Nashville in May to spearhead the start-up operation.

Elizabeth Wells has been promoted to Marketing Manager for Averett's Central Region (Richmond). Liz started with IPD as marketing support and quickly moved to the position of Marketing Representative. As a Marketing Representative, Liz was a multiple Peak Performer.

Medaille College

In December, **Edward Hutton**, a former adjunct faculty member, was hired as a full-time business faculty member in the ACCEL Program. In addition to his teaching responsibilities in the undergraduate and graduate programs, Ed also schedules adjunct faculty and is involved in the recruitment and assessment of adjuncts.

Deborah Schubert has been hired as a full-time Financial Aid Assistant.

Olivet Nazarene University

Joan Dean, previously Student Services Counselor, has been promoted to Director of Admissions and Student Services.

Beth Shaul, previously Financial Assistant, has been named Secretary to the Associate Dean for Graduate and Adult Studies.

ENROLLMENT UPDATE

Ending March 2000

Albertus Magnus College

ASBM	512
BSBM	471
MSM	205
Total	1,188

Averett College

ASB	268
BBA	499
MBA	492
Total	1,259

Baker University

AAB	392
BBA	285
BSM	222
MBA	511
MSM	154
Total	1,564

Belhaven College

BBA	319
Bridge	142
MBA	90
Total	551

Benedictine University

AABA	56
Total	56

Cardinal Stritch University

ASB	786
BSA	24
BSBA	337
BSM	377
BSMIT	212
Certificates	123
MBA	536
MBA-H	34
MSM	119
Total	2,548

Centenary College

AALA	60
BSBA	94
Total	154

Cornerstone University

ASB	144
ASC	55
BSBA	36
BSM	142
BSML	44
Total	421

Eastern Nazarene College

AAGB	231
BAM	117
BSBA	218
MSM	59
Total	625

Fontbonne College

BBA	307
MBA	185
MM	69
Total	561

Gwynedd-Mercy College

ASB	18
BSBA	14
Total	32

Indiana Wesleyan University

ASB	1,333
BSA	42
BSBA	484
BSBIS	152
BSM	489
MBA	750
MBA online	63
MSM	278
Total	3,591

Marine Corps

BSBIS	24
MAOM	1
MBA	8
MGM	11
MTM	4
MIS	5
Total	53

Medaille College

ASB	49
BBA	166
MBA	15
Total	230

Montreat College

ASB	245
BBA	348
MBA	97
Total	690

Ohio Dominican College

ASB	197
BABA	181
Bridge	28
Total	406

Olivet Nazarene University

BBA	14
BSM	61
BSN	85
MBA	169
Total	329

Shorter College

AA	106
BSBA	268
BSM	217
Certificates	71
Gen. Ed.	167
MBA	30
Total	859

Southern Wesleyan University

Step I	429
Step II	190
BSBA	384
BSM	151
MSM	51
Total	1,205

Thomas More College

BBA	142
GTWY	42
MBA	144
Total	328

Wesley College

ASB	120
BBA	93
Total	213

William Penn University

BAB	380
GWY	327
Total	707

Total: 17,570