

CAAHETM NEWS NEWS NEWS NEWS

Consortium for the Advancement of Adult Higher Education

Volume 11, Number 2
April 2001

<http://www.caahe.org>

Table of Contents

From the Chair	2
Meetings and Conferences	
• Dates Set for 2002 Annual CAAHE Conference	3
• 2001 CAAHE Conference Registration	3
• Annual IPD/CAAHE Student Services Conference Held in Nashville	3
• CAAHE Institutional Representatives Meet in Phoenix	4
Aquinas College Cuts the Ribbon on PRIMETIME Program	5
Southern Wesleyan University Off-Campus Expansion	5
Academic Services	
• Business and Management Assessment Day at Indiana Wesleyan	6
• Baker Professor Presents Seminar to Chamber of Commerce	6
• Indiana Wesleyan University Online Expands	6
• Indiana Wesleyan University Introducing New Marketing Degree	7
• Baker University Branches Out	7
Accreditation Update	
• Albertus Magnus College Well Prepared for NEASC Visit	8
• NCA Forms New Commission at Annual Meeting	8
• Recommendations for Distance Education Programs	9
Research	
• IPD Director of Research Publishes Article	9
• Indiana Wesleyan University Puts End-of-Course Survey Online	10
• IPD Research Department Activities	10
• Indiana Wesleyan Sponsoring Database of Adult Students	10
• IPD Research Web Site Up and Running	11
• Baker University Refines Assessment Process	11
Student Services	
• Rotary International Sends Victoria Serrano to South Korea	11
• Web-Based Training for New Student Services Personnel	12
• CAAHE Student Services Chair Resigns	13
• Learning Team Tracking at University of Phoenix	13
Welcome	14
Enrollment Update	15
Article Submissions	16

(Please note that you can click on the above Table of Contents items to quickly get to any article.)

From the Chair

Montreat College Hosts 11th Annual CAAHE Conference By Dr. Isaac Owolabi

Allow me to devote my column to the upcoming 11th Annual CAAHE Conference, which is being hosted by my school, Montreat College, June 6–8, 2001. The focus of this year's conference is "Redefining Teaching, Learning, and Services in the Digital Age." To me, this year's conference promises to be one of our best ever. Participants will be able to learn about innovative practices within adult higher education, current accreditation issues, research, the state of IPD and CAAHE, and prevailing issues in higher education. Make sure to join your colleagues for a great conference covering keynote topics such as "Time and Technology, Is There Room for Innovations?" and "A Constant in a Changing World." Other presenter topics to look forward to include the following, to name just a few:



- "Overcoming Math Anxiety in Adults"
- "Technology and Education: Adversaries or Friends?"
- "Intersubjectivity in Digital Adult Education"
- "Charting a Course in the Digital Age: Blended Learning Solutions"
- "How Not to Teach Like a 286 in a Pentium III World"
- "Teaching Adults to Write in a Digital Age"
- "Corporate Training Technology in Higher Education"

The conference begins Wednesday evening, June 6, with a special dinner hosted by IPD on the beautiful Montreat College campus, which is located in the shadow of the Seven Sisters Mountains in North Carolina's Great Smoky Mountains. In addition to enjoying an evening of local flavor entertainment, interested participants will have the opportunity to tour the campus.

The conference sessions will begin Thursday morning with the first of our keynote speakers and will continue with a great selection of topics presented in concurrent sessions through Friday afternoon. Conference attendees may also attend specialized sessions related to faculty services, curriculum, financial aid, and student services and participate in a variety of special committees and task forces.

Moreover, we encourage all of you to stay longer to enjoy several amenities of our area that are within a short distance or even a stone's throw from the hotel, such as the fabulous Biltmore Estates, quaint café dining around Pack Square in downtown Asheville, art museums, a variety of performing arts each evening at the city plaza or nearby theaters, the scenic Blue Ridge Parkway, and wonderful hiking trails and beautiful natural waterfalls around the area.

I wish to express my appreciation to the Montreat College staff and the IPD Academic Affairs staff who have worked so diligently on the plans and preparations for this conference. For your convenience, Montreat College will be providing transportation from the Asheville Airport to the Renaissance Asheville Hotel on Wednesday. We look forward to seeing you all in June.

Meetings and Conferences

Dates Set for 2002 Annual CAAHE Conference

The 12th Annual CAAHE Conference has been calendared for June 5–7, 2002, and will be held in Indianapolis, with Indiana Wesleyan University hosting.

2001 CAAHE Conference Registration

The 11th Annual CAAHE Conference is scheduled for June 6–8, 2001, in beautiful Asheville, North Carolina. Registration for the conference is \$50. To register, please contact Priscilla Dreisbach, Administrative Assistant to the Dean at Montreat College, at (828) 667-5044, extension 307, or at pdreisbach@montreat.edu. Registrations are due no later than May 4, 2001.

Conference attendees are required to make their own hotel reservations. This year's conference will be held at the Renaissance Asheville Hotel. We recommend reservations be made early as rooms will not be held for CAAHE after May 4, 2001. Please indicate to the hotel that this is a CAAHE Conference reservation in order to receive the special rate, \$134 plus tax. (This rate extends from June 4–10.) The Renaissance Asheville Hotel is located at One Thomas Wolfe Plaza, Asheville, NC, 28801. The phone numbers are (828) 252-8211 and (800) 468-3571.

Annual IPD/CAAHE Student Services Conference Held in Nashville

The Annual IPD/CAAHE Student Services Conference was held at Aquinas College in Nashville, Tennessee, on April 19–20, 2001. A record 72 registrants from 22 CAAHE member institutions and the Institute for Professional Development attended the conference, which was held at the Airport Embassy Suites.

This year's theme was "Creative Leadership: Dealing with Growth and Change." Keynote speakers for the conference included Dr. Barbara Bailey of Shorter College and the Bailey Group, who spoke on "Dealing with Change," and Suzanne Metzger of Corporate Masters, Inc., whose topic was "Developing Self-Control and Self-Assurance."



The ambitious agenda also included the following workshops:

- "Student Services and IPD: Achieving Seamless Unity"
- "Grant Writing"
- "Emerging Financial Aid Issues Impacting Student Services"
- "Academic Advising: Focusing Our Service, Expanding Our Influence"
- "Student Retention and Reentry Strategies"
- "Evaluating Military Training"
- "Meeting Students' Academic Needs in Experiential Learning Through Technology"
- "Managing Team Conflict"
- "E-Advising: A Menu for Success"

On Thursday evening, participants enjoyed a taste of Nashville culture while enjoying dinner and entertainment on the General Jackson Riverboat Cruise.

Many thanks to IPD, Aquinas College, and the Conference Planning Committee for their efforts in putting together a successful and enjoyable time for all. We look forward to seeing all of you next year!

Meetings and Conferences

CAAHE Institutional Representatives Meet in Phoenix

The Annual CAAHE Institutional Representatives Meeting took place on January 26–27, 2001, in Phoenix, Arizona. Nineteen CAAHE member institutions were in attendance including Montreat College, Albertus Magnus College, Ohio Dominican College, Medaille College, Cardinal Stritch University, Wesley College, Averett College, William Penn University, Benedictine University, Olivet Nazarene University, Baker University, Gwynedd-Mercy College, Fontbonne College, Cornerstone University, Indiana Wesleyan University, Shorter College, Aquinas College, the University of Phoenix, and the Institute for Professional Development.

The discussion included ways to improve retention of students. In this regard, Dr. Donald Clardy, Dean of the School of Professional and Graduate Studies and Executive Vice President at Baker University, reported that Baker University has a full-time person who reviews attendance sheets every morning and calls every student who has an unexcused absence. Students express surprise when called, are glad that Baker took the time to call, and feel pleased with Baker's offer to help them with any problems that may be interfering with college. While the program is in its early stages, Dr. Clardy indicated that it was making a difference. By saving students from dropping, the position more than pays for itself. Baker has also studied the high attrition in its associate's program and made the decision to lengthen the orientation course, add time to the algebra course, and move algebra a little later in the sequence. It was also pointed out that following up when students temporarily drop from a program is crucial and can result in many more students in the classrooms.



New programs also were discussed. Some institutions are currently developing programs in accounting, information technology, health care management, and e-commerce. Dr. Michael Nanna, IPD Director of Research, updated the institutional reps on the status of the MBA outcomes assessment test development, a new IPD research Web site, and an article recently accepted for publication in *The Journal of Continuing Higher Education*. Dr. Deborah Hamilton, IPD's new Director of Academic Development, introduced herself and shared her vision for faculty training, online course development, and curriculum quality. IPD President Dr. Ron King also attended in his role as Institutional Representative for IPD.

The institutional reps also approved the appointment of Mark Smith to the vacant position of Vice Chair of the Consortium. The current board now consists of Rick Maclin of Fontbonne College as Past Chair, Isaac Owolabi of Montreat College as Chair, Mark Smith of Indiana Wesleyan University as Vice Chair, and Judy Johnson of IPD as Secretary/Treasurer. Sue Salter continues to serve as Executive Director.

A request to formally recognize Financial Aid as a commission was also heard, and additional information was requested before any action is taken. The members also discussed plans for the June 2001 Annual CAAHE Conference to be held in Asheville, North Carolina.

Aquinas College Cuts the Ribbon on PRIMETIME Program

Aquinas College recently celebrated its new PRIMETIME program at a ribbon-cutting ceremony and dedication on February 8. The ribbon cutting was held at the Three Lakeview Place building in Century City where students will attend class. Bishop Edward U. Kmiec gave a blessing on the building and its participants.

The PRIMETIME program provides working adults with courses leading to associate and bachelor's degrees in business. The following accelerated business degrees are currently being offered: an Associate in Business Management, a Bachelor of Science in Business Administration, and a Bachelor of Science in Management of Information Systems.

Sister Mary Evelyn Potts, O.P., President of Aquinas College, was quoted in the *Tennessee Register* as saying, "The mission of Aquinas College is to encourage people to make a difference, not just in their lives, earning money, getting more money, educating their children, taking care of their family, but also to make a difference in the world. All of us are responsible. All of us are stewards of the world in which we live, whatever that circle may be. So that's what we encourage in our students. As far as the College goes, our mission is to teach our students the truth—the truth that is found in human wisdom and also the truth of the Gospel." Aquinas College looks forward to a successful year for its new PRIMETIME program.



Southern Wesleyan University Off-Campus Expansion

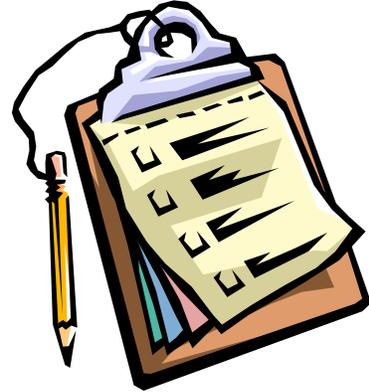
To accommodate the needs of increasing numbers of students, Southern Wesleyan University has steadily expanded the sizes of its off-campus sites in North Augusta, Charleston, Columbia, Greenville, and Greenwood and Spartanburg. At the majority of their off-campus sites, square footage has roughly doubled within a matter of a few years.

When Southern Wesleyan moved into the Business Technology Center (Martintown Road) in North Augusta in January of 1998, it rented 3,481 square feet and divided that space into four classrooms and three offices. By June of 1999, 2,675 square feet had been acquired for use as three additional classrooms and a storage area. There are now seven classrooms, an office, a computer lab, a conference room, a storage area, and IPD offices. Square footage at the North Augusta site now totals 6,578 square feet.

The off-campus sites in Charleston, Columbia, and Greenville have undergone similar expansions. In 1992, Southern Wesleyan occupied 3,740 square feet of space at the Charleston site; presently, total square footage is 6,740. The Columbia site consisted of 6,190 square feet in 1992; today, total square footage is 11,400. In Greenville, Southern Wesleyan had expanded to 8,399 square feet by the end of 2000. Currently, the Greenville site boasts 11,519 square feet.

Business and Management Assessment Day at Indiana Wesleyan University

On March 9, 2001, Indiana Wesleyan University held its fourth annual Assessment Day. Each year, faculty members assess student outcomes in two programs. This year, Business and Management faculty gathered to evaluate a sampling of student papers in the Bachelor of Science in Management and Associate of Science in Business programs. Faculty divided into teams of three. Each team evaluated the papers for a specific program objective. The teams used faculty-designed rubrics to score the papers. The Director of Accreditation and Assessment averaged the scores for the papers and compared them to student outcome criteria. In April, assessment data was reported to faculty who discussed strengths and weaknesses of the programs and suggested program improvements.



Baker University Professor Presents Seminar to Chamber of Commerce

Melissa Hartman, DBA, Assistant Professor of Management at Baker University's School of Professional and Graduate Studies, recently presented a seminar entitled "Service Quality: Taking Control of Customer Perceptions" to the Wichita Area Chamber of Commerce. The presentation was a joint venture between the Chamber and the Wichita section of the American Society for Quality. Melissa was recently named a Fellow of the American Society for Quality.

Indiana Wesleyan University Online Expands

Indiana Wesleyan University Online has expanded. The Bachelor of Science in Management Online program started February 1 with 17 students, and the Bachelor of Science in Business Information Systems Online program started on March 21 with 18 students. The Master of Business Administration Online program began in September 1998.

The Center for Distributed Learning was created last summer to manage the Online Master of Business Administration program and electives and develop and manage three new online programs. The Master of Education program began on April 25. All courses are highly interactive (among participants and between participants and facilitators) and were designed by a team consisting of program manager, subject matter expert, instructional designer, and technical support personnel.

Indiana Wesleyan University Introducing New Marketing Degree

Indiana Wesleyan University is currently in the initial stages of introducing a Bachelor of Science degree in Marketing that will be offered during fiscal year 2001–2002. As with other more recent degrees offered by Indiana Wesleyan University, the Bachelor of Science in Marketing degree will target business students who desire a more specific degree than the Business Administration or



Management degrees already available. The rise in the popularity of more specific “tailored” degree offerings has prompted Indiana Wesleyan to add this new marketing degree to the adult degree lineup.

The market for this degree is potentially very strong. According to Department of Labor statistics, in addition to careers in information technology, careers in marketing, sales management, advertising, and public relations are among the top-paying occupations available to business graduates. Workers who understand the business environment and exhibit strong personal relations and selling skills will continue to be highly valuable to business firms in the 21st century.

Students who enroll in Indiana Wesleyan’s Bachelor of Science in Marketing degree will take traditional business courses in management, accounting, finance, business law, and microeconomics in addition to more specific courses that are designed to improve marketing knowledge and skills such as sales, consumer behavior, service marketing, advertising, and marketing research. The combination of these and other courses will give business students a well-rounded degree program with a specific knowledge concentration in marketing and sales management.

Indiana Wesleyan looks forward to a strong positive response to this new degree in 2001.

Baker University Branches Out

Baker University’s School of Professional and Graduate Studies continues to work with corporate partners to offer quality education programs in the greater Kansas City area. Recently, Baker began three new programs at corporate sites. In February, an Associate of Arts in Business program was started onsite at the Harley-Davidson production facility in Kansas City. This is Harley-Davidson’s first foray into onsite classes, and they selected Baker from a number of universities that were interested in access to the facility. Also in February, a Master of Business Administration group started in the Citicorp facility, which is located a mile down the road from Harley-Davidson. Both Harley-Davidson and Citicorp have allowed non-employees the opportunity to join the onsite groups, with a number of Harley-Davidson employees going to school in the Citicorp facility and the Citicorp employees seeking their associate’s degree in the Harley-Davidson facility.

The third corporate opportunity is with Lawrence Memorial Hospital in Lawrence. The hospital is about 35 miles from Kansas City and represents a population of adult learners who need a baccalaureate program that could be completed at night. A cohort group in the Bachelor of Science in Management program began classes at the hospital in April with the strong support of the facility’s administration.

Accreditation

Albertus Magnus College Well Prepared for NEASC Visit

In preparation for its reaffirmation visit with the New England Association of Schools and Colleges (NEASC), Albertus Magnus College invited the IPD Academic Affairs Department to conduct a mock site visit. Sue Salter, IPD Vice President of Academic Affairs; Mary Ann Holtz, IPD Director of Regulatory Services; Deanna Boe, IPD Director of Student Services; and Deborah Hamilton, IPD Director of Academic Development; spent a full day at the New Dimensions New Haven Learning Center in New Haven, Connecticut, conducting the mock visit.

Dr. Julia McNamara, Albertus Magnus College President, and Dr. Phyllis DeLeo, Albertus Magnus Dean of New Dimensions, gathered together a large group from both the main campus and New Dimensions. Dr. McNamara opened the session by commenting on the importance of the peer review process of accreditation. She also briefly detailed the history of the Albertus Magnus/IPD relationship and the important role New Dimensions plays in fulfilling the mission of the College.

The IPD team then led the participants through a series of questions and discussion items that the visiting team might raise. Issues reviewed included the College/IPD relationship, student recruitment, provision of support services to students at off-campus sites, information technology, and the growth of the New Dimensions program. Albertus Magnus worked very hard in preparation for the New England visit. All that effort served them well during their reaccreditation review, which was very positive and complimentary about the New Dimensions program in particular.

NCA Forms New Commission at Annual Meeting

The North Central Association of Colleges and Schools' Higher Learning Commission held its 106th annual meeting March 31–April 3, 2001, in Chicago. The theme of this year's gathering was "Serving the Common Good: New Designs in Higher Education."

Dr. Mark A. Smith and Robert Hamill of Indiana Wesleyan University presented a session entitled "Assessing Faculty Quality in Adult Programs: Best Practices for Faculty Hiring, Orientation, and Evaluation."

The NCA Commission on Institutions of Higher Education (CIHE) recently experienced a very big change. The Association decided to incorporate both the Commission on Schools and CIHE. As a result, a new corporation, the Higher Learning Commission, was formed. You can learn more about these changes at <http://www.ncahigherlearningcommission.org/>.



Accreditors Publish Recommendations for Distance Education Programs

The six regional accrediting bodies for the United States have finalized a “statement of commitment” to serve as guidelines for distance education programs. This set of commitments is aimed at ensuring high quality in distance education. These commitment statements include

- commitment to traditions, principles, and values that have guided the accreditation approach to educational innovation;
- commitment to cooperation, consistency, and collaboration among the regional commissions; and
- commitment to supporting good practice among institutions.

In addition, the regionals have also published “Best Practices for Electronically Offered Degree and Certificate Programs.” These practices are broken up into five areas: institutional context and commitment, curriculum and instruction, faculty support, student support, and evaluation and assessment. Initially drafted by the Western Cooperative for Educational Telecommunications, this very detailed list of practices is intended to assist institutions in planning distance education activities and to provide a framework for self-assessment.

Both of the above documents can be found at <http://www.wiche.edu/telecom/Article1.htm>.

Research

IPD Director of Research Publishes Article

Dr. Michael Nanna, IPD Director of Research, recently had an article published in *The Journal of Continuing Higher Education*. His article, “The Rising Tide of Outcomes Assessment in Adult Higher Education: Implications for Nontraditional and Accelerated Programs,” can be accessed through the IPD Web site at <http://www.ipd.org/research/research-papers.htm> or can be found in the latest issue of the Journal.

The following is an abstract of the article:

There is increasing emphasis being placed on educational outputs, with decreasing emphasis on educational inputs. Institutions of higher education are being subjected to increasing pressure from federal funding agencies, regional accrediting bodies, corporations, and the general public to effectively document both institutional and educational effectiveness. This is particularly true for institutions that offer nontraditional programs in accelerated formats. Concern regarding the efficacy of accelerated programs has prompted close scrutiny. This paper provides a developmental overview and outline for implementing an effective outcomes assessment program for institutions offering accelerated degree programs.



Indiana Wesleyan University Puts End-of-Course Survey Online

End-of-course feedback from students is an important assessment measure, but the constant flow of paper surveys can bog down operations. Indiana Wesleyan University has recently placed their end-of-course survey on their Student Services Web page, <http://www.indwes.edu/APS/Stuservices/>. Paper surveys will continue in all Masters of Education classes (to conform to National Council for Accreditation of Teacher Education expectations) and for new facilitators in other classes. Seasoned facilitators will have their classes surveyed at least once a year. Peer and administrative evaluations will continue to be conducted. As part of this change in procedure, all facilitators received an in-class faculty feedback form and were encouraged to receive feedback directly from their students for their own formative assessment. It is hoped that the new procedures will enable student surveys to be more useful in improving faculty performance.



IPD Research Department Activities

In response to both internal and external requests, the IPD Research Department is working to expand available market research services. This includes increasing primary research capabilities through advanced survey design, expanded Internet survey administration, and detailed analysis and reporting of existing student demographic and enrollment information. These improvements are expected to be in place by Fall 2001. Keep watching for additional exciting changes!

The Research Department is also spearheading an assessment initiative to develop a comprehensive criterion-referenced achievement test for measuring learning outcomes of accelerated Master of Business Administration programs. The project is still in the initial development phase. Ongoing plans include creating a reliable and valid measure to assess the efficacy of nontraditional programs. IPD will be working with Indiana Wesleyan University, Baker University, and Cardinal Stritch University during the initial developmental phases of this project.

Indiana Wesleyan University Sponsors Collaborative Database of Adult Students

Why do your students return to school? How do your students compare with adults choosing other universities? Indiana Wesleyan University is sponsoring a collaborative database of adults entering accelerated degree programs across the nation. Participating schools distribute an anonymous entrance survey to all beginning students, which covers their background characteristics and motivations for attending school. Surveys are sent to Indiana Wesleyan for scanning and tabulation. Schools receive periodic reports of their students' characteristics compared with other schools in the database. Participation is free and open to all CAAHE schools. For more information, contact Dr. Cynthia Tweedell, Director of Accreditation and Assessment at Indiana Wesleyan University.

IPD Research Web Site Up and Running

The IPD Research Web site is now fully operational. The Research Web site is intended to be a valuable resource for all educational research, assessment, and accreditation interests. Posted on this Web site are project updates, a listing of market research services with request templates for data analysis and market research, test development overviews, resource lists, published research, and a listing of educational services. The Research Web site contains links for the following research service areas:

- Project updates
- Market research
- Test development
- Research papers
- Resources
- Contacts



The Web site can be accessed from the main IPD Web site under “Research Services” or directly through the following URL: <http://www.ipd.org/research/research-overview.htm>.

Baker University Refines Assessment Process

In an attempt to hone the assessment process at Baker University’s School of Professional and Graduate Studies (SPGS), five new committees have been established. Adjunct and full-time faculty, as well as SPGS administrative staff, serve on these assessment committees. The primary responsibilities of these committees include reviewing all program learning outcomes, evaluating the nature and extent of coverage that these outcomes receive in the curricula, examining the results of assessment instruments currently in place, recommending (where necessary) alternative assessment methods, and recommending program improvements based on assessment findings. The committees are also charged with increasing the awareness of assessment efforts among both students and faculty and disseminating assessment findings to appropriate Baker constituencies. Assessment committees were established for the Associate of Arts in Business, Bachelor of Business Administration, Master of Business Administration, Bachelor of Science in Management, Master of Science in Management, Master of Arts in Education, Master of Arts in School Leadership, and Master of Liberal Arts programs.

Student Services

Rotary International Sends Cardinal Stritch University’s Victoria Serrano to South Korea

Victoria Serrano, Region II Director of Student Services for Cardinal Stritch University’s College of Business and Management, has been awarded a position on the Rotary International Group Study Exchange to South Korea in April 2001. The team of selected professionals will spend four weeks studying the host country’s institutions, economy, and culture, while observing how their own professions are practiced abroad. Team members will visit government and cultural institutions, schools, and religious and historic sites. Victoria will study and observe adult education and possibly develop partnerships with Korean educational institutions. Congratulations, Victoria!

Web-Based Training for New Student Services Personnel

IPD is pleased to report that IPD Student Services Online Training, a basic training program for new Student Services personnel at IPD Partner Institutions is nearing completion. Deanna Boe, IPD Director of Student Services; Norman Larson, IPD Academic Affairs Specialist; and Gina Rosamilia, IPD Creative Services Coordinator have worked together on the design and development of this new training program. The purpose of the training program is to assist IPD Partner Institutions in equipping knowledgeable Student Services personnel with the necessary foundation and tools to succeed. The training program will support the institution-based training on the college or university's specific Student Services policies and procedures.



Training Steps

- New Student Services personnel at the director, coordinator, and advisor levels complete the IPD Student Services Online Training within the first 30 days after hire. The IPD Student Services Online Training is a mixture of interactive training modules, a global distribution email 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.
- 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.
- New Student Services personnel at the director level visit an IPD Partner Institution for peer training and mentoring.

Program Objectives

- 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 email list.

New personnel will complete modules on the history of IPD and CAAHE, the philosophy of adult learning, FERPA, Americans with Disabilities Act compliance, student advisement, degree completion planning, evaluation of military documents, prior learning assessment, national testing programs, study groups, student tracking, class representatives, and many other important topics. Information and Web site addresses to national professional organizations associated with adult and higher education are included.

CAAHE Student Services Chair Resigns

Catherine Strate, Director of Student Services for Albertus Magnus College's New Dimensions program for the past five years and 2000/2001 Chair of the CAAHE Student Services Commission, resigned in December to pursue other interests. Catherine made a significant contribution to CAAHE during her years with Albertus Magnus and we will miss her! We wish her well in her new endeavors, which will include continuing to teach in the New Dimensions program.

As a result of Catherine's resignation, Vice Chair Nancy Atkins, Student Services Coordinator for Averett College, and Secretary Victoria Serrano, Director of Student Services for Cardinal Stritch University, agreed to take on the role of interim Co-Chairs for the CAAHE Student Services Commission until a new slate of officers can be elected at the Annual CAAHE Conference June 6–8, 2001. The Commission officers selected Rosette DuBois, Stamford Site Coordinator and Educational Counselor for Albertus Magnus College, as the Interim Secretary. Carol Dillon, Associate Dean for Adult Studies Development for Fontbonne College, continues in her role as past Chair. Special thanks to Nancy, Victoria, and Rosette for taking on these important roles!

Learning Team Tracking at the University of Phoenix

In the fall of 2000, the University of Phoenix transitioned from study groups to more formalized learning teams. Attendance at University of Phoenix study group meetings has always been mandatory, but the new learning team model requires that learning objectives, task accomplishments, meeting hours, and attendance be recorded for each team meeting. The University of Phoenix has designed a learning team log to capture this information.

The conversion to learning teams was a massive undertaking for the University of Phoenix. It involved developing policies, processes, administrative controls, communication plans, learning objectives, team tools, and training programs. The staff, faculty, and students were then all trained on this material. The initial phase of the implementation of the project was completed over a four-month period.

The initial goal was to ensure that all learning team attendance was posted quickly and accurately to the master student database. This requirement was soon achieved by all campuses. The focus then shifted to examining how completely the learning team logs were being filled out. The logs contain a great deal of information—there are 15 areas to fill out, including signatures from both students and the instructor. An audit of logs submitted early in the process revealed some shortcomings in record keeping. The biggest issue identified from this audit was missing signatures of students and instructors.



Following an executive review of these results, the University of Phoenix decided to develop a quality assurance plan to ensure that the learning team logs are correctly and completely filled out 100 percent of the time. The primary responsibility for ensuring compliance to this standard remains with the individual campuses. They are now required to visually inspect every log and to take whatever corrective actions are necessary to complete them prior to filing. The quality assurance plan includes a checklist that can be used to track needed actions and best practice procedures for handling these remediations. The plan also emphasizes continued communications and training to students and faculty so that they fully understand the importance of the logs to the University of Phoenix.

The inspection/correction process should guarantee that the University of Phoenix's learning team records are maintained according to standard. As a double check, they plan to conduct quarterly audits of a sample of filed logs to verify that they are closely approaching their 100-percent target goal.

Welcome

Cardinal Stritch University Welcomes New Curriculum Specialist

The College of Business and Management at Cardinal Stritch University welcomes a new Curriculum Specialist, Melissa Niemeyer. Melissa comes to Cardinal Stritch from Sky Trak International where she wrote instructional material for trainers of industrial equipment. Melissa holds an undergraduate degree in education from the University of Wisconsin and a master's degree in management from Cardinal Stritch University. Melissa joins the College's curriculum staff consisting of Sr. Jessine Reiss, Eric Pullin, and Curriculum Director Karen Bilda.

Wayne Dunlop Returns to Eastern Nazarene College

Wayne Dunlop has returned to Eastern Nazarene College as the Director of the LEAD program following a nearly three-year hiatus as Associate Academic Dean, Self-Study Coordinator, and more recently, Interim Academic Dean for the College's traditional programs. Under a recent reorganization, the LEAD program is now a part of the Division of Adult, Graduate, and Professional Studies, with Wayne serving as its Chair. Wayne was the LEAD program's first director from 1990 to 1997. He is very glad to be back "home" in adult education. He recently stated, "I am as convinced as ever that there's no more exciting and fulfilling role to be found in academia than in the transforming role of education in adults' lives." Wayne served as Chair of CAAHE from 1994 to 1995 and continues to value the many friends and mentors who participated in the formative years of that organization.

Farewell

Art Wasserman Attends Last Institutional Representatives Meeting

Dr. Art Wasserman, Dean of the College of Business and Management at Cardinal Stritch University, attended his last CAAHE Institutional Representatives Meeting this past January, during which he was presented with a commemorative clock for his 11 years of contributions to CAAHE. He will be retiring at the end of this academic year, July 2001.

Art has served as Cardinal Stritch's CAAHE Institutional Representative since CAAHE's inception and was a member of the Consortium Steering Committee, which wrote the CAAHE Bylaws in 1990. Art was also the first Past Chair of CAAHE, serving in its infancy from 1990–1991. He was called into service once again as Vice Chair (1996–1997), Chair (1997–1998), and Past Chair (1998–1999).



Art regrets that he cannot join us at the Annual CAAHE Conference in June, choosing instead to attend his 50th college reunion at MIT. On behalf of the entire CAAHE membership, we wish Art all the best!

Enrollment Update

Ending March 2001

Albertus Magnus College		Centenary College		Ohio Dominican College	
ASBM	592	AALA	176	ASB	280
BSBM	514	<u>BSBA</u>	<u>167</u>	BABA	183
<u>MSM</u>	<u>254</u>	Total	343	<u>Bridge</u>	<u>43</u>
Total	1,360			Total	506
Aquinas College		Cornerstone University		Olivet Nazarene University	
ABM	78	ASB	156	BBA	37
BSBA	26	ASC	134	BSM	46
<u>BSMS</u>	<u>28</u>	BSBA	50	BSN	51
Total	132	BSM	200	MSN	16
		<u>BSML</u>	<u>35</u>	<u>MBA</u>	<u>140</u>
		Total	575	Total	290
Averett College		Eastern Nazarene College		Shorter College	
ASB	359	ASB	196	AA/AB/AC	526
BBA	490	BAM	95	BSBA	225
<u>MBA</u>	<u>433</u>	BSBA	148	BSM	158
Total	1,282	<u>MSM</u>	<u>47</u>	Certificates	0
		Total	486	Gen. Ed.	34
Baker University		Fontbonne College		Southern Wesleyan University	
AAB	402	SUPP	0	Step I	382
BBA	306	BBA	341	Step II	236
BSM	201	GATE	82	BSBA	448
MBA	532	MBA	191	BSM	170
<u>MSM</u>	<u>175</u>	<u>MGT</u>	<u>82</u>	<u>MSM</u>	<u>51</u>
Total	1,616	Total	696	Total	1,287
Belhaven College		Gwynedd-Mercy College		Thomas More College	
BRID/AA1	133	ASB	91	GTWY	53
MINI/AA3	16	BSBA	97	BBA	108
BBA	324	<u>BSN</u>	<u>14</u>	BBA-C	15
BSM	73	Total	202	<u>MBA</u>	<u>138</u>
AA2	50			Total	314
MBA	107	Indiana Wesleyan University		Wesley College	
<u>MSM</u>	<u>0</u>	ASB	1,454	ASB	234
Total	703	BSBIS	230	BBA	121
Benedictine University		BSM	576	<u>MBA</u>	<u>9</u>
AABA	183	BSBA	426	Total	364
BAM	13	BSA	88	William Penn University	
MED	35	MBA	795	GWY	163
<u>MBA</u>	<u>17</u>	MBA online	84	AAL	121
Total	248	<u>MSM</u>	<u>321</u>	<u>BAB</u>	<u>388</u>
Cardinal Stritch University		Total	3,974	Total	672
ASB	837	Medaille College			
Certificates	70	ASB	100		
BSM	448	BBA	171		
BMS	249	<u>MBA</u>	<u>68</u>		
BSA	34	Total	339		
BSBA	333	Montreat College			
MBA	528	ASB	254		
MSM	146	BBA	318		
<u>MBA-H</u>	<u>35</u>	<u>MBA</u>	<u>82</u>		
Total	2,680	Total	654	TOTAL:	19,699

Article Submissions

Thank you to everyone who contributed articles and information for this issue. We encourage anyone who wishes to submit articles to be included in the July 2001 issue to do so by June 15, 2001. Please email your written articles in Microsoft Word to Kasey Johnson at kasey.johnson@apollogrp.edu.

Send comments and questions for the CAAHE Newsletter to Sue Salter at sue.salter@apollogrp.edu.

Visit the CAAHE Web site at <http://www.caahe.org> for a calendar of CAAHE activities, an archive of past CAAHE publications, an online CAAHE Member Institution Directory, and CAAHE Services such as the CAAHE Online Booklist and the CAAHE Global Distribution Lists.

Editorial Staff

Sue Salter CAAHE Executive Director
Kasey Johnson Editor
Gina Rosamilia Creative Direction
Deanna Boe Contributor
Dr. Deborah Hamilton Contributor
MaryAnn Holtz Contributor
Dr. Michael Nanna Contributor

Thank you to the following individuals who contributed article information for the April issue of the CAAHE Newsletter: Gary Bennington, Karen Bilda, Wayne Dunlop, Dr. Effie Hacklander, Shawn Matter, Joyce Moulis, Victoria Serrano, Frances Tamboli, and Shirley Wagner.

The CAAHE 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™).