

CAAHESM NEWS

NEWS

NEWS

NEWS

NEWS

Consortium for the Advancement of Adult Higher Education

Volume 11, Number 4
December 2001

<http://www.caahe.org>

Table of Contents

From the Chair	2
Meetings and Conferences	
• 2002 CAAHE Institutional Representatives Meeting in Scottsdale, AZ	3
• 2002 Student Services Conference in Covington, KY	3
• 2002 CAAHE Conference in Indianapolis, IN	4
• 2002 IPD Leadership Retreat	4
• 2002 Academic Services Conference	4
• IPD Hosts Student and Academic Services Orientation in Scottsdale, AZ ...	5
• 2001 Academic Services Conference Held in Scottsdale, AZ	5
• Baker University SPGS Faculty Meeting	6
Academic Services	
• Dr. Laura Palmer Noone to Serve on NACIQI	6
• Shorter College Offers Master of Arts in Organizational Management	7
• Southern Wesleyan University's LEAP Program Celebrates a Birthday	7
• IPD Continues Progress on Graduate Business Exam	8
• Associate's Degrees Add Students	8
• In the News	8
Financial Aid	
• Status of H.R. 1992	9
• Bill Introduced to Help Title IV Students, Institutions, Lenders Affected by Terrorist Attacks	9
• IPD Financial Aid Training	9
Student Services	
• IPD Kicks Off Student Services Online Training	10
Accreditation Update	
• Middle States Commission Speeds Up Substantive Change Review	11
Welcome	11
Enrollment Update	14
Article Submissions	15

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

From the Chair

Assessment—It Really Works By Dr. Mark A. Smith

Effective assessment of adult programs is the key to producing a quality product. Assessment is the topic of the Annual CAAHE Conference revealed in the following theme: “Racing Toward Excellence: Assessing Your Programs.” Our reasons for focusing on assessment are to ensure that objectives are being met and learning is being accomplished. One of the key aspects of any assessment program is the development of a systems-based approach. Additionally, one must become familiar with different assessment models.

James O. Nichols, in his very useful handbook *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*, outlines the following major components of an assessment framework.



The critical elements of the Institutional Effectiveness Paradigm...are as follows:

1. Establishment of an Expanded Statement of Institutional Purpose;
2. Identification of Intended Educational (Instructional), Research, and Service Outcomes/Administrative Objectives;
3. Assessment of the Extent to Which the Intended Outcomes and Objectives Are Being Accomplished; and
4. Adjustment of the Institution's Purpose, Intended Outcomes/Objectives, or Activities Based on Assessment Findings. (pages 7–8)¹

I would add that assessment must become institutionalized in the following manner:

1. Assessment Meetings
 - a. Departments must hold monthly assessment planning meetings.
 - b. Departments must conduct an annual “Assessment Day” to review data, summarize findings, draw conclusions, plan institutional adjustments, and refocus the process for the coming year.
 - c. An “Assessment Director” must conduct an annual institution-wide “Assessment Day” with the faculty in which departments report their findings and the divisions sanction institutional adjustments growing out of the previous year's assessment efforts.
2. Data Collection
 - a. There must be an “Assessment Director” to assist departments in developing goals and measurement instruments, implementing data collection processes (surveys), and interpreting their findings.
 - b. The institution must invest in assessment by upgrading its data collection equipment (computer, scanner, and software) to handle the additional information.
 - c. Budgets must support assessment activities.
3. Reporting
The “Assessment Director” must produce an annual summary assessment report based on faculty assessment documents for the faculty and the institution administration.
4. Timeline
The institution must establish a timeline and schedule for the review of its programs.

Just as important, central administrators must make assessment a high priority in strategic planning. The process of building a comprehensive assessment system is a rewarding challenge for any institution. After all, aren't we about “Racing Toward Excellence” and enhancing student learning?

¹ Nichols, J. O. (1995). *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*. New York: Agathon Press.

Meetings and Conferences

Annual CAAHE Institutional Representatives Meeting January 25–26, 2002

The Annual CAAHE Institutional Representative's Meeting will be held on January 25–26, 2002, in Scottsdale, Arizona. Representatives were asked to submit one example of a "best practice" at their institution—a best faculty practice, a best assessment practice, or best management technique, for example. IPD is compiling the examples into a notebook that will be distributed in January. Almost all of the CAAHE Institutional Representatives plan to attend this informative, professionally rewarding meeting.



Annual IPD/CAAHE Student Services Conference April 18–19, 2002

The Annual IPD/CAAHE Student Services Conference will be held in Covington, Kentucky, on April 18–19, 2002. The conference will be hosted by Thomas More College, with on-site conference coordination activities handled by Peg Asher, Director of Student Services, and Cora Hills, Administrative Assistant, both of The Accelerated Program (TAP).

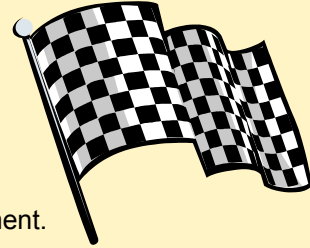
In addition to Peg and Cora, conference planning committee members are Nancy Atkins, Chair of the CAAHE Student Services Commission and Director of Student Services, Averett University; Rosette DuBois, Vice Chair of the CAAHE Student Services Commission and Stamford Site Coordinator, Albertus Magnus College; Susan Kottke, Volunteer Secretary for the CAAHE Student Services Commission and Academic Advisor, Medaille College; Deanna Boe, Director of Student Services for the Institute for Professional Development; and Judy Johnson, Academic Affairs Coordinator for the Institute for Professional Development.



The conference planning committee invites all interested Student Services personnel to mark their calendars and plan to attend. As always, IPD will provide lodging and most meals. Each CAAHE Member Institution will be responsible for the attendee's airfare.

Annual CAAHE Conference “Racing Toward Excellence!” June 5–7, 2002

The Annual CAAHE Conference will be hosted by Indiana Wesleyan University and held in Indianapolis, Indiana, on June 5–7, 2002. The conference planning committee has selected the theme “Racing Toward Excellence.” The focus of the conference is on assessment of all adult program processes and continuous improvement based upon assessment.



Dr. Trudy Banta, Vice Chancellor for Planning and Institutional Improvement and Professor of Higher Education at Indiana University-Purdue University Indianapolis, has been confirmed as a keynote speaker. Dr. Banta has authored or edited seven publications on assessment, including two recent books, *Assessment in Practice* (1996) and *Assessment Essentials* (1999). She is the founding editor of *Assessment Update* and is a noted authority on assessing quality in higher education.

Dr. Thomas Angelo, renowned international education researcher from The School of New Learning at De Paul University, Chicago, has also been confirmed as a keynote speaker. Dr. Angelo has written several books, including *Classroom Assessment Techniques* (with K. Patricia Cross) (1994) and *Classroom Assessment and Research: An Update on Uses, Approaches, and Research Findings* (1998).

All CAAHE Member Institutional staff are invited to attend this timely and valuable conference. Information can be obtained from Dr. Mark Smith of Indiana Wesleyan University. Registration packets will be distributed after the first of the year.

IPD Leadership Retreat September 18–21, 2002

The Annual Presidents Meeting will be held on September 18–19, 2002. The Annual Academic Vice Presidents Meeting will be held on September 19–21, 2002. Agendas will be developed and more detailed information sent in the future.

Annual IPD/CAAHE Academic Services Conference October 24–25, 2002

The Annual IPD/CAAHE Academic Services Conference will be held on October 24–25, 2002, in Phoenix, Arizona. Agendas will be developed and more detailed information sent in the future.



IPD Hosts Student and Academic Services Orientation

On October 30–31, 2001, 25 new staff members representing 12 CAAHE Member Institutions attended the IPD Student and Academic Services Orientation held in Scottsdale, Arizona. The general purpose of this session was to introduce the range of services IPD provides to CAAHE Member Institutions. Sessions in this area included “The IPD Model—Why These Programs Work for Working Adults,” presented by Sue Salter, IPD Corporate Vice President of Academic and Institutional Services, and “Student Recruitment 101,” led by Yvette Harrold, IPD Director of Training and Development.

Breakout workshops were held for staff working in the areas of Student Services, Faculty Services, and Curriculum Services. Deanna Boe, IPD Director of Student Services, hosted sessions on prior learning assessment, student tracking, and student advisement. Faculty Services workshops included “Finding the Best of the Best” on faculty recruitment, presented by Janie Sullivan, Director of Faculty Development for the University of Phoenix, and “Translating Adult Learning Needs into Adult Centered Curriculum,” led by Dr. Deborah Hamilton, IPD Director of Academic Development.

Guest speaker Dr. Cynthia Glidden-Tracy, Clinical Assistant Professor in the Division of Psychology in Education at Arizona State University, gave a special presentation entitled “Responding to Critical Incidents in Multicultural Communications.” The focus of this session was to raise awareness of multicultural issues when dealing with study group difficulties.

IPD hosts this orientation biannually, inviting new employees in positions of Dean, Director, Curriculum Coordinator, and Student Services Coordinator from CAAHE Member Institutions. The two-day program not only gives the participants the opportunity to become more familiar with IPD, but to build a network of colleagues among CAAHE Member Institutions.

2001 Academic Services Conference Held in Scottsdale

The IPD/CAAHE Academic Services Conference was held in Scottsdale, Arizona, on November 1–2, 2001. This year’s conference title, “Institutional Effectiveness in the 21st Century,” highlights the importance the group’s faculty and curriculum professionals place on responding to the emerging challenges buffeting the academic landscape. Either the Valley of the Sun’s warm weather or the timely topic attracted a record 35 participants from 11 schools. Many of the conference sessions focused on creating and measuring effective ways to evaluate faculty, curriculum, and assessment tools. Notable among the distinguished participants was keynote speaker Dr. Melissa Hartman from Baker University, who captivated the group with her insightful and compelling workshop entitled “The Institutional Effectiveness Triad: Strategy, Process Management, and Assessment.” Dr. Hartman’s energetic presentation set the tone for a conference whose sessions, from curriculum writing to outcomes assessment, tackled the most immediate and pressing issues facing academics today. Special thanks go to the CAAHE Faculty and Curriculum Commissions, including Karen Bilda, Dr. Abiola Fapetu, Linda Hauber, Dr. Jan Jones, Dr. Jim Martin, Scott Palmer, and Nancy Zarse, as well as to MaryAnn Holtz and Judy Johnson from IPD for their roles in organizing the conference. Thanks as well to all those who participated and shared their experiences and expertise.



We look forward to seeing everyone in Phoenix next year!

Baker University SPGS Faculty Meeting

On September 22, 2001, nearly 150 people attended the Baker School of Professional and Graduate Studies (SPGS) fall faculty meeting held at St. Paul's United Methodist Church in Lenexa, including faculty from the School of Nursing, and the College of Arts and SPGS campuses in Overland Park, Topeka, Wichita, as well as student class representatives, staff, and Baker Trustees. Baker thanks the church and Baker Trustee, Reverend Steven Langhofer, for providing this location for the meeting.

The program, Brain-Based Learning, was presented by Dr. Kathie Nunley, an educational psychologist from Salt Lake City, Utah. Her lively discussion of brain anatomy, functions, and influences shed new light on human behavior and examined the education of children and adults. Her workshop combined classroom experience with current brain-imaging research to help attendees understand how this complex organ operates and how it can affect the learning process. Dr. Nunley received her Bachelor of Arts in Psychology and Master of Arts in Psychology from the University of Central Oklahoma, and her Doctor of Education in Educational Psychology from Nova Southeastern University. She is currently involved in a brain-imaging project with the Center for Advanced Medical Technologies to further explore learning styles in adolescents.

Academic Services

President of University of Phoenix to Serve on Education Secretary's National Advisory Committee on Instructional Quality and Integrity (NACIQI)

Dr. Laura Palmer Noone, President of the University of Phoenix, has been nominated to serve on the National Advisory Committee on Institutional Quality and Integrity (NACIQI).

Dr. Noone's nomination was submitted by the Secretary of Education, Rod Paige. The Committee's primary role is to advise the secretary on a variety of issues related to accreditation and to the eligibility and certification process for institutions of higher education.

The committee is comprised of 15 members from all aspects of higher education and includes individuals representing both the public and private sectors.

"I am pleased and honored to be selected to participate on this committee. Accreditation is the sine qua non of educational quality and this committee serves to ensure the continuation of that valuable function," commented Dr. Noone.

Noone has been with the university for 14 years, and was appointed to the position of president in May 2000. Prior to her promotion, Noone held the position of provost and senior vice president for academic affairs. She also served as a faculty member for several years.



Shorter College Offers Master of Arts in Organizational Management

Merrill Douglass, Dean of the Shorter College School of Professional Programs (SPP), announced recently that Shorter College has received approval from the Southern Association of Colleges and Schools (SACS) for its new Master of Arts in Organizational Management degree. Douglass commented, "We are excited about this new degree, which we crafted with the help of the Atlanta business community. We expect to start the first cohort within the next month or two."

SACS also granted approval for Shorter College's SPP to offer classes at Piedmont Hospital in Atlanta, as well as Henry County, located south of Atlanta. This means that SPP will now be offering classes at six locations. Enrollment continues to grow, with over 1,000 students currently enrolled.

Southern Wesleyan University's LEAP Program Celebrates a Birthday

Southern Wesleyan University celebrated the 15th anniversary of its Leadership Education for Adult Professionals (LEAP) program on September 1, 2001.

LEAP is a convenient, accelerated degree program for working adults that combines the academic and business worlds to provide a source for personal growth, professional renewal, and career advancement.

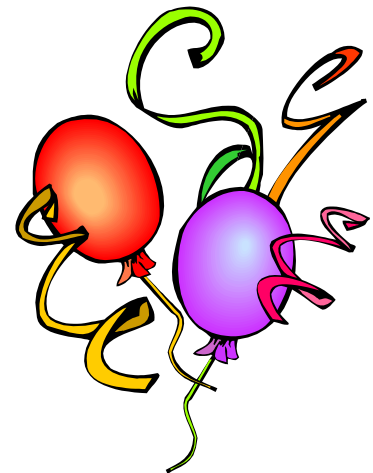
"LEAP has allowed adult students to further their education in a suitable and rewarding environment," comments Southern Wesleyan President Dr. Dave Spittal. "We are proud of our offerings, the achievements of our program's first 15 years, and all of our LEAP graduates. We look forward to continued success in coming years, and an increasingly motivated and confident student population eagerly waits."

Wayne Parrish, CEO of The Loxcreen Company, is just such a student. Parrish, 54, graduated from the program in December 2000 with a Bachelor of Science degree in Business Administration. "I did it," says Parrish. "With the help of my family, my friends, my company, and the Good Lord, I did it. My lifelong goal of completing my college education is now a reality." Parrish also credits his success to the LEAP faculty. "They're just a great bunch of folks," he noted. "They were always encouraging us, even in the face of our own personal tragedies and the everyday pressures of our lives."

The program offers five separate degree programs, including an Associate of Science in Business, a Bachelor of Science in Business Administration, a Bachelor of Science in Management, and a Master of Science in Management. A Bachelor of Science in Business Administration with an Emphasis in eCommerce has also recently been added to the program's offerings.

The curriculum for each program integrates local businesses, industries, and professional organizations, along with highly qualified faculty, to bring innovative educational methods and practices to students who may then apply the learning outcomes to their world of work.

Southern Wesleyan University's main campus, founded in 1906, is located in Central, South Carolina. Regional campuses are located in Charleston, Columbia, Greenville, and North Augusta, South Carolina.



IPD Continues Progress on Graduate Business Exam

The IPD Graduate Business Assessment Test (GBAT) Design Team and four invited business faculty met in Chicago on October 5, 2001, under the leadership of Sue Salter, IPD Corporate Vice President of Academic and Institutional Services. Baker University, Indiana Wesleyan University, and Cardinal Stritch University are developing the test items for IPD; team members include Jim Martin (Baker), Cynthia Tweedel (Indiana Wesleyan), and Al Klingenberg (Cardinal Stritch).

The team and the expert faculty members were tasked with identifying the most critical learning objectives of a Master of Business Administration graduate, determining the overall length of the exam itself, and then selecting the number of test questions to be asked within each learning objective. IPD is in the process of combining objectives, rewriting them as needed, and compiling the related test questions for each institution to evaluate. Test questions will be retained as written, rewritten, or eliminated. Additional test questions will also be written, and all questions will be rated in terms of difficulty on a seven-point Likert scale. While there is much left to do, progress is being made on this very important assessment tool. Questions may be directed to Sue Salter at IPD Corporate, sue.salter@apollogrp.edu.

Associate's Degrees Add Students

The associate's degree continues to enroll the largest number of working adults at the undergraduate level. Currently, adult learners only have the option of enrolling in business-related associate's degrees. IPD is suggesting that its partner institutions consider adding a new major to the associate's degree, one in business information systems.

"Why?"

Firstly, the field of computer systems analysts and programmers is expected to increase 36% or more by 2008. The IPD adult degree programs are perfectly positioned to provide business and industry with the type of employees sought—those with technical expertise in computer programming, problem-solving skills, the ability to work in teams, an understanding of the business environment, and the ability to communicate effectively with a variety of individuals. Secondly, several IPD Partner Institutions already offer the Bachelor of Science degree in Business Information Systems. The associate's degree provides a solid foundation for students whose ultimate goal is the bachelor's degree, and it also provides wonderful job opportunities for adults who only want the two-year degree. Thirdly, associate-level degree programs enable colleges to retain faculty with strong computer systems backgrounds and bachelor's degrees (in most accrediting regions). For models of both associate's and bachelor's degrees, contact Sue Salter at IPD Corporate, sue.salter@apollogrp.edu.



In the News

While the events of September 11th and the military deployments have caused increased security measures that tend to make access to the military a problem for civilian organizations, due to proper coordination, all CAAHE Member Institutions continue to be welcome at military facilities across the country. Funding for civilian education has not been reduced: soldiers, sailors, airmen, and Marines are still encouraged to improve themselves, time permitting. Deployments appear to be increasing, but our efforts to maintain contact with the military will insure their enrollment upon their return home. All CAAHE Member Institutions recognize the value of treating the military as a corporate client with unique needs.

Financial Aid

Status of H.R. 1992

As reported previously, H.R. 1992 was considered favorably by the Subcommittee on 21st Century Competitiveness on July 11, 2001. The bill was reported to the Full Committee with the addition of an amendment that would require the Secretary of Education to evaluate the impact of the changes included in H.R. 1992, on the student aid programs. The Full Committee reviewed this bill on August 1, and the bill was passed with minor modifications. The House of Representatives approved H.R. 1992, the Internet Equity and Education Act of 2001, on October 10 by a vote of 354 yes to 70 no.

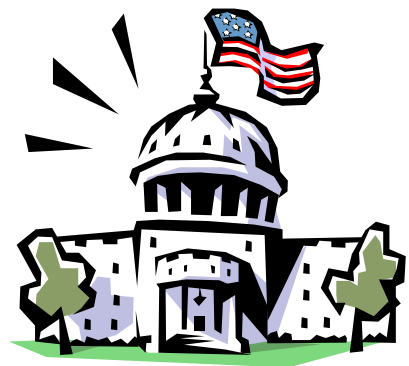
For those of you not familiar with H.R. 1992, it is the proposed legislation that provides regulatory and legislative relief on three key issues impacting the federal student aid programs. H.R. 1992 proposes to modify or eliminate the following provisions:

- The prohibition against the payment of incentive compensation based directly or indirectly upon success in securing enrollments or financial aid
- The 50% Rule, which currently restricts distance learning institutions from offering more than 50 percent of their courses, or from having more than 50 percent of their students enrolled in courses offered, via distance education
- The 12-Hour Rule, which incorporates a 12-hour-per-week requirement into the definition of a “week of instruction” as a component of the academic year definition that is used for federal student aid purposes.

To obtain regular updates on this bill, click on <http://thomas.loc.gov>. Type “H.R. 1992” in the “By Bill Number” field and click on the “Search” button.

Bill Introduced to Help Title IV Students, Institutions, Lenders Affected by Terrorist Attacks

H.R. 3086, the Higher Education Relief Opportunities for Students (HEROES) Act, was introduced October 11, 2001, by House 21st Century Competitiveness Subcommittee Chairman Howard “Buck” McKeon. The bipartisan bill, with 71 cosponsors, would grant the Secretary of Education broad authority to waive Title IV student aid statutory and regulatory requirements for individuals, schools, lenders, and other participants in the student assistance process affected by the September 11th terrorist attacks or subsequent incidents. Similar authority was granted the Secretary during the Desert Storm war. For more information, go to the following URL: <http://www.nasfaa.org/publications/2001/ghr3086article101701.html>.



IPD Financial Aid Training

The IPD Financial Aid training session was held in Phoenix, Arizona, on October 8–9, 2001. There were 12 participants from different locations who had the opportunity to enjoy the beautiful Arizona weather. Kristen Vedder and Sandra Gillyard conducted the training, which focused on processing aid for nonterm programs.

IPD invited all participants to dinner at the Rustler’s Rooste in Tempe, and the feedback was “Yummy”...even from those who tested the fried rattlesnake!

The next IPD Financial Aid training session is tentatively scheduled for February 25–26, 2002.

Student Services

IPD Kicks Off Student Services Online Training

IPD launched its new Student Services Online Training program in September 2001. The purpose of this training program is to provide consistent assistance to IPD Partner Institutions in developing knowledgeable Student Services personnel who have the necessary foundation and tools to succeed. Twelve employees from eight institutions completed four of the ten modules prior to attending the IPD Student and Academic Services Orientation in Scottsdale on October 30–31, 2001.



Participants were Kristen Switzer, Aquinas College; Gina Baltimore, Averett University; Joyce Fischer, Baker University; Michelle Johnson, Cornerstone University; Eva Neil and Melissa Youell, Eastern Nazarene College; Margot Payne, Montreat College; Susan Hawkins-Wilding, Ohio Dominican College; and Angie O'Bryan and Lisa Youretz, Cardinal Stritch University. D'Lanna Mason (Aquinas), Terri Beauregard (Baker), Julie Alexander (Cornerstone), Abby Fapetu (Montreat), Patricia Jefferson (Ohio Dominican), Julia Okun (Cardinal Stritch), and Karen Hanson (Cardinal Stritch) were the on-site trainers.

The IPD Student Services Online Training is a mixture of training modules with assignments, activities and quizzes, links to related Web pages, and Web-based reference materials. IPD continues to work on content development, and the training program will eventually include discussion groups, student testing, and assessment.

Program objectives are multiple:

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

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

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

Accreditation

Middle States Commission Speeds Up Substantive Change Review

The Middle States Commission on Higher Education announced in its fall 2001 newsletter that it has created a new process to review substantive change requests. Substantive change requests must be approved before the new change can be implemented. The Commission has formed a new committee to review these proposals to speed up the approval process. Committee members, consisting of presidents, chief academic officers, and faculty from member institutions will meet frequently via teleconference. Occasionally, some decisions may be referred to the full Commission, which meets three times a year. For further information on the Commission's substantive change policy, please visit the Web site at <http://www.msache.org/subs.html>.

Welcome

IPD Welcomes New Partner Institution: Hope International University

In November, IPD signed a contract with Hope International University to help better serve the adult learners in the greater Los Angeles/Orange County area. Hope International University is located on 15 acres in Fullerton, California, and serves a diverse student body from 27 states and 45 countries. The University's 112 faculty members provide instruction to over 1,000 students in an atmosphere of intellectual, social, physical, and spiritual development.

Built upon the foundations of Pacific Christian College, Hope International University was founded in 1928. The University is composed of three separate schools, including Pacific Christian College, the School of Graduate Studies, and the School of Professional Studies. Currently, Pacific Christian College, the traditional undergraduate college, offers the Associate of Arts and Bachelor of Arts degrees; the School of Graduate Studies offers the Master of Arts degree; and the School of Professional Studies, designed for adults and nontraditional learners, offers the Bachelor of Science degree within the *EXCEL* Degree Completion Program and English as a Second Language through the Global Language Center.

Under the direction of Dr. Michele Willingham, Dean, Hope's School of Professional Studies (SPS) will expand its adult, accelerated format undergraduate and graduate programs in business in the southern California area. Specifically, the following programs will be offered in the spring and summer of 2002:

- Associate of Arts in Business Management
- Bachelor of Science in Business Administration
- Master of Business Administration

The Associate of Arts in Business Management (AABM) degree program is designed to meet the needs of busy working professionals. The program will provide students with fundamentals in business along with foundational Christian values, critical-thinking abilities, and the communication skills necessary to become productive leaders in society. The AABM degree will be completed in just over two years.

IPD Welcomes New Partner Institution, continued

The Bachelor of Science in Business Administration (BSBA) degree completion program can be completed in less than 18 months and will focus on Christian values, communications, diversity, ethical principles, and leadership skills for business. Students will experience an enhanced understanding of the total business enterprise and the interrelationships of individual units to the whole.

The Master of Business Administration (MBA) program rounds out the offerings through SPS. The focus of the MBA is placed on developing critical Christian values and business competencies for effective contributions in a diverse and rapidly changing world. The MBA program is designed to be completed in just under two years.

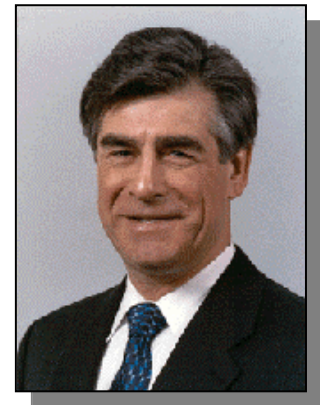
Hope is currently in the process of identifying a new campus location in the Orange County area that will house all of the adult programs offered by the University. IPD is pleased to have the opportunity to collaborate with Hope in such a vital and growing market!

The mission of Hope International University is “empowering students through higher education to serve the Church and impact the world for Christ.” Hope serves this mission by offering students a quality education in an environment that cares about people and by teaching students not just how to make a living, but how to live.

IPD welcomes Hope International University and looks forward to serving a vital, growing educational market in the Southern California area.

Thomas More College Elects 12th President

E. Joseph Lee, II, PhD, has been elected the 12th President of Thomas More College. Dr. Lee, formerly Vice President for Student Life at Manhattan College, Riverdale, New York, officially assumed the presidency on June 1, 2001. As Vice President for Student Life at Manhattan College, Dr. Lee was responsible for the College’s marketing efforts and enrollment goals and directly supervised numerous student life departments. He was also ultimately responsible for supervising admissions and financial aid, the Dean of Students, the Director of Student Activities, residence life, counseling and health services, career services and cooperative education, security, food service, athletics, campus ministry, social action, and international students. Prior to his tenure at Manhattan College, Dr. Lee was Vice President for Student Services at Merrimack College, North Andover, Massachusetts, from March 1983 to January 1990. At Merrimack College, he had the distinction of being named the first lay Vice President. From 1976 to 1983, he served as Dean of Admissions and Financial Aid. From 1974 to 1976, he was Acting Director of Admissions, and from 1971 to 1974, he was Director of Career Counseling and Placement at Framingham College, Framingham, Massachusetts.



Dr. Lee received his Doctor of Philosophy in Higher Education Administration from Boston College. His dissertation was “Marketing Strategies and Ethical Concerns: A Survey of New England’s Liberal Arts Colleges.” He is a graduate of Harvard University’s Institute for Educational Management and received his Master of Science in Education and Bachelor of Arts in French Literature from St. Michael’s College, Colchester, Vermont.

Dr. Lee succeeds Reverend William F. Cleves, who announced his desire to step down as President of Thomas More College in June 2000 to assume pastoral responsibilities within the Diocese of Covington and serve as Vice Chancellor of the College.

New Centenary College President

Dr. Kenneth Hoyt is the new President at Centenary College, having joined them on August 15, 2001.

Dr. Hoyt comes to Centenary from The Ohio Foundation of Independent Colleges, Inc., in Columbus, Ohio, where he served as President for 16 years. His accomplishments at The Ohio Foundation of Independent Colleges, Inc., include instituting the Foundation's first strategic-planning process and establishing both the Institute for Higher Education Transformation and the Cooperative Corporation to develop new forms of cost savings and revenue-enhancing collaboratives for Ohio's independent colleges.

In addition, Dr. Hoyt provided leadership to the Midwest Partnership of Independent Colleges in conducting market research, developing positioning strategies, and collaboratively raising marketing funds for the 200 independent colleges in the Midwest.

Previously, Dr. Hoyt served as Vice President for Institutional Advancement at the University of Akron; Director of Public Relations, Development, and Marketing at Ohio Presbyterian Retirement Services in Columbus, Ohio; and Director of Development at Otterbein College in Westerville, Ohio.

Dr. Hoyt holds a bachelor of arts degree from Baldwin-Wallace College, a master of arts degree from The Ohio State University in Columbus, and a doctorate from Ohio University in Athens.



New Contract Managers

Norm Allgood is the new Contract Manager at Cornerstone University. Norm is a graduate of Cornerstone's Adult and Continuing Education (ACE) program and has extensive management, training, sales, and military experience. He is passionate about adult education, highly enthusiastic, and knows how to "keep the main thing the main thing." He is a fantastic addition to IPD.

Joe Chadwick has accepted the position of Interim Contract Manager for Albertus Magnus College. Joe is a graduate of Wesleyan University and will complete the Master of Science in Management program at Albertus Magnus in January 2002. Joe has served as Marketing Manager for the Stamford Learning Center for the past two and a half years. Prior to joining IPD, Joe was the Vice President of Administration and Admissions at Butler Business School.

Baker University SPGS Welcomes New Staff Members

The following people have joined the Baker University School of Professional and Graduate Studies (SPGS): **Melissa Combs** and **Kevin Leak** are Program Representatives; **Stephanie Nash** serves as Marketing Support; **Jana Wingert** is the Director of Marketing at the Wichita Campus; and **Katie DeLaet** is the Academic Records Assistant.

Medaille College Hires New Staff

Several new staff members have joined Medaille College's Rochester location. **Yvette Brindle** is the Branch Campus Director; **Yvonne Cleveland** is the Academic Services Coordinator/Academic Librarian; **Dottie Near** is the Student Services Coordinator; **Andrea Chamberlain** is the Marketing Manager; **Kimberly Morgan** and **Wendy Starman** are Admissions Counselors; and **Yvonne Beha** is the Marketing Support Coordinator. In addition, **Fred Patterson** has been named the new Financial Aid Assistant at the Amherst campus.

Enrollment Update

Ending November 2001

Albertus Magnus College		Centenary College		Olivet Nazarene University	
ASBM	540	AALA	195	BBA	38
BSBM	467	BSBA	163	AAB	31
MSM	<u>275</u>	MBA	<u>26</u>	BSM	45
Total	1,282	Total	384	BSN	33
Aquinas College		Cornerstone University		MSN	17
ABM	127	ASB	196	MBA	<u>166</u>
BSBA	66	ASC	83	Total	330
BSMIS	<u>39</u>	BSBA	49	Shorter College	
Total	232	BSM	213	AA/AB/AC	615
Averett University		BSML	38	BSBA	220
ASB	383	MSM	<u>11</u>	BSM	232
BBA	433	Total	590	Gen. Ed.	0
BBE	14	Eastern Nazarene College		MBA	<u>55</u>
MBA	475	ASB	244	Total	1,122
Total	1,305	BAM	79	Southern Wesleyan University	
Baker University		BSBA	82	Step I	407
AAB	406	MSM	<u>49</u>	Step II	208
BBA	247	Total	454	BSBA	477
BSM	178	Gwynedd-Mercy College		BSM	173
MBA	543	ASB	191	MSM	<u>119</u>
MSM	<u>173</u>	BSBA	135	Total	1,384
Total	1,547	BSN	<u>15</u>	Thomas More College	
Belhaven College		Total	341	GTWY	54
BRID/AA1	93	Indiana Wesleyan University		BBA	88
MIN/AA3	34	ASB	1,509	BBA-C	33
BBA	318	BSBIS	236	MBA	<u>127</u>
BSM	127	BSM	597	Total	302
AA2	97	BSBA	352	Wesley College	
MBA	111	BSA	114	ASB	214
MSM	<u>18</u>	MBA	846	BBA	133
Total	798	MBA online	109	MBA	<u>14</u>
Benedictine University		MSM	<u>275</u>	Total	361
AABA	186	Total	4,038	William Penn University	
BAM	55	Medaille College		GWY	39
MED	32	ASB	97	AAL	192
MBA	<u>27</u>	BBA	173	BAB	<u>419</u>
Total	300	MBA	<u>103</u>	Total	650
Cardinal Stritch University		Total	373	Montreat College	
ASB	828	Montreat College		ASB	260
Certificates	73	ASB	260	BBA	284
BSM	524	MBA	<u>56</u>	Total	600
BMS	211	Ohio Dominican College		ASB	230
BSA	44	ASB	230	BSBA	236
BSBA	313	Bridge	<u>41</u>	Total	507
MBA	648	Total	507	TOTAL: 19,751	
MSM	178				
MBA-H	<u>32</u>				
Total	2,851				

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 March 2002 issue to do so by February 15, 2002. Please e-mail your written articles in Microsoft Word to Megan Basham at megan.basham@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
Norman Larson Editor
Megan Basham Assistant Editor
Donna Taylor Assistant Editor
Gina Rosamilia Creative Direction

Thank you to the following individuals who contributed article information for the July 2001 issue of the CAAHE Newsletter: Jan Asnicar, Jennifer Bavifard, Dr. Stephenie Bennett-Smith, Deanna Boe, Vicki Culbreth, Merrill Douglass, Sandra Gillyard, Dr. Deborah Hamilton, Janell Harrison, Rebecca Henriksen, Mary Ann Holtz, Judy Johnson, Joyce Moulis, Chris Saulnier, Carolyn Shiffman, Dr. Mark Smith, Cynthia Solari, Kristen Vedder, and Dr. Michele Willingham.

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 (CAAHESM).