

# CAAHE<sup>SM</sup> NEWS NEWS NEWS NEWS

Consortium for the Advancement of Adult Higher Education

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# From the Chair

By Jan Jones

As I sat listening to excerpts from Jimmy Carter's speech at the Nobel Peace Prize ceremony, I was reminded again of how grateful I am for having been raised in a rural area where the rules were simple and decisions were made on the basis of "what was right". It was as simple as that.

In his speech, Carter seemed to share similar sentiments as he referenced his experiences in such an environment. Perhaps the most striking thing about his speech was the tribute he paid to Miss Julia Coleman, one of his early teachers in Plains, Georgia. He quotes Miss Julia as saying, "We must adjust to changing times and still hold to unchanging principles." I think there is a profound message here for those of us who struggle to lead in changing times.

In class last night as I sat listening to my graduate students discuss a case involving a difficult business decision, I was pleased with their approach in tackling the issues. The focus of the class is "Value-Driven Management," and my students seem surprised at how easy it is to apply this model of decision making where the values of all the major stakeholders are considered. But, as President Carter so eloquently pointed out, if we stick to the basics — those unchanging values — decisions are really not all that difficult to make.

Another thing that my students are learning is that when the organization is value focused and when all its members understand and embrace those values, "decisions really make themselves." I can only hope that I can be remembered as a "Miss Julia" someday.

Have a blessed Holiday Season. I look forward to seeing each of you in Atlanta next summer.

### **2003 Annual CAAHE Institutional Representative Meeting**

The 2003 Annual CAAHE Institutional Representative Meeting is quickly approaching. The conference begins Friday morning, January 31, 2003, in Scottsdale, AZ, and concludes at noon on Saturday, February 1, 2003. The meeting provides adult program deans the opportunity to network and share best practices from their respective institutions. Hotel reservations should be made by January 8, 2003. Contact the Scottsdale Marriott Suites Old Town, 7325 E. Third Avenue, Scottsdale, AZ 85251, (480) 945-1550. Ask for the group rate for the Consortium for the Advancement of Adult Higher Education—CAAHE. We have negotiated a room rate of \$169.00 per night, plus taxes.

### **2003 Annual CAAHE Conference**

The dates and location for the 2003 Annual CAAHE Conference have been established—mark your calendars and plan to attend now! Shorter College in Atlanta, GA, is hosting this conference and has assembled a talented team of individuals to ensure CAAHE has the best conference yet!

Dates: June 11–13, 2003, Wednesday evening through Friday afternoon

Location: Atlanta, GA

Where: JW Marriott Hotel Lenox, 3300 Lenox Road NE, Atlanta, GA 30326, (866) 833-9330. The room rate is \$159.00 per night, plus taxes.

### **2003 IPD Financial Aid/CAAHE Conferences**

The next financial aid training session is scheduled for February 10–11, 2003, in Phoenix, AZ.

The annual financial aid conference is set for April 7–8, 2003, also in Phoenix, AZ.

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## Shorter College Program Celebrates 10 Years

On October 8, 2002, the School of Professional Programs (SPP) at Shorter College celebrated its 10th year. Several folks from Phoenix, AZ, including Rod Bernat, Deanna Boe, Butch Jones, Ron King, and Sue Salter came to Atlanta to help celebrate. Shorter College is also beginning its 130<sup>th</sup> year. For the second year in a row, Shorter College has been recognized by *U.S. News & World Report* as one of "The Best 20 Southern Comprehensive Colleges."

Other news relates to Shorter's continuing efforts to enhance the college experience for adult students. President Ed Schrader has been visiting with students at each of Shorter's campuses. In addition, Dr. Jan Jones accompanied several students on a weekend tour of the main campus in Rome, GA.



President Ed Schrader, right, and SPP Dean Jan Jones, center, visit with SPP students.



Charter members of the Student Advisory Executive Council

Also in October, a new Student Advisory Executive Council (SAEC) was formed among the Department of Adult Studies students. In a recent article for the SPP newsletter, Howard Dickens, SAEC representative, wrote: "With the help of the class representatives, we connect the bridge between student concerns and the administration's solutions. We believe our committed relationship with the administration will continue to open the door to a bright and incredible future for our program. We all can benefit greatly in this endeavor by creating an atmosphere conducive for success."

## Thomas More College's Accreditation Reaffirmed

Thomas More College received notice that the Southern Association of Colleges and Schools (SACS) reaffirmed its accreditation at the agency's annual meeting in San Antonio, TX.

During the College's accreditation review process, which began in the fall of 1999, a SACS Review Committee raised a number of concerns relating principally to the College's planning and financial resources. During its last visit, in the fall of 2002, the committee noted promising changes and improvements in the past 24 months, including a new management team, better internal budget controls, and increased external funding, reaffirming its accreditation of Thomas More College.

"Thomas More College has worked diligently to illustrate how strong the institution is both academically and financially," said Dr. E. Joseph Lee, president of Thomas More College. "We have made great strides in the last two years, including the establishment of a 5-year strategic plan, and the creation of a new management team. We have increased financial stability of the institution, including increasing the endowment by 17.5 percent in the last year. We are proud of what we have accomplished and will continue to grow and prosper as an institution."

*U.S. News & World Report* recently ranked the College, located in Crestview Hills, KY, among the top "Best Comprehensive Colleges—Bachelor's" in the South in terms of academic reputation, retention of students, faculty resources, selectivity in admissions, financial resources, alumni giving, and graduation rates.

## SACS Re-Accredits Shorter College

The Southern Association of Colleges and Schools (SACS) announced the unqualified reaffirmation of Shorter College's accreditation at the group's annual meeting in San Antonio, TX. The announcement culminates a yearlong review of the College by SACS, which routinely reviews each school's accreditation every 10 years.

"The College recognizes and expresses its deepest appreciation to the Shorter College Board of Trustees who have made reaccreditation and an unblemished academic record their top priority," said Ed Schrader, Shorter College president.

During its review earlier this year, SACS expressed concerns about the independence and continuity of the College's Board of Trustees due to the fact that the Georgia Baptist Convention (GBC), by virtue of its authority to elect trustees, was in a position to unduly influence the College. SACS specifically noted that the GBC had deviated from the more than 40-year process for nominating and electing trustees in November 2001. The Board of Trustees responded to the SACS inquiries by instituting a trustee qualification process this past May. When that process was not followed by the GBC in its election of members to the College's Board of Trustees in November 2002, the Board of Trustees voted to re-organize the College to establish a self-perpetuating board.

The trustees and friends of the College were publicly commended in the opening session of the Presidential Forum of the SACS meeting for taking these positive steps to maintain ongoing accreditation in the face of external pressure.

"With continued accreditation and an unblemished academic record, Shorter College students are eligible for state and federal financial aid, including the HOPE scholarship," Schrader said. "They also remain eligible to attend accredited graduate programs in colleges and universities nationwide."

## New Client Orientation Gets an A+

IPD was pleased to have 21 participants at its annual New Client Orientation, held in Scottsdale, AZ, on October 22–23, 2002. Sponsored by IPD's Academic and Institutional Services Department, the two days covered an overview of IPD/Apollo, adult learning theory, study team management, faculty and curriculum development, prior learning assessments, and learner-centered environments. Newly hired adult program college personnel from 15 IPD partners attended as guests of IPD.

Here's what participants had to say:

- "Very helpful to learn about study group conflict! The case studies were especially useful in determining best practices for real-life situations. They could even be helpful for the students in study groups themselves."
- "It was very useful to see the organizational structure of IPD and understand more about the internal workings of the organization."
- "The history of IPD on Tuesday was great...The relationship between IPD and the college is really the most important thing."
- "It was great to work and meet new people and make those connections!!! Thank you for providing a great learning environment and for giving us the big picture!"



Thanks to IPD's Sue Salter, Deanna Boe, Deborah Hamilton, and Judy Powell for planning such a valuable partner service, and to Ron King for his continued support of this professional development event.

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## Adult Program Staff the Best!

At the recent New Client Orientation, participants were asked to answer this statement as it relates to their workplace: "I am most grateful (blank).” Nearly 85 percent of the participants completed the statement with “the great team of people I work with.” Given the amount of time spent in the workplace, this is a wonderful observation of how valuable each and every team member is. Congratulations to the deans and contract managers for assembling such great teams and for creating positive workplaces!

## New Faces at IPD Corporate

There have been plenty of changes taking place at IPD Corporate. IPD was fortunate in finding Angella Oliver to serve in the new position of Executive Vice President. Ron King has hired Angella to oversee all IPD operations. Four Regional Vice Presidents report to her, working from offices in Atlanta; New Haven, CT, Chicago; and Columbus, OH, to oversee IPD’s current 21 contracts. Angella has also developed a new corporate department. Under the direction of Rebecca Henriksen, National Vice President of Enrollment, a corporate team will provide enrollment, marketing, and advertising services and resources to assist our enrollment teams in the field in bolstering our recruitment efforts for our partners. The department now includes the following personnel:

Kay Corgan\*, National Marketing Manager  
Nella DeCesare Stubbs\*, National Marketing Manager  
Paula Dobler, Operations Coordinator  
Kerri Gilbert, Operations Specialist  
Yvette Harrold, Director of Training and Development  
Jim Nichols, Director of Military Enrollment  
Shandra Piscopo, Research Project Manager  
Teresa Soultanian, Director of Corporate Operations



Our corporate Academic and Institutional Services Department continues to grow to keep up with new client and program growth. Services offered include curriculum development and instructional design; academic research and accreditation consultation; student services research, training, and consultation; faculty development workshops; and a host of other services that can be found at [http://www.ipd.org/partner\\_services.htm](http://www.ipd.org/partner_services.htm). The department is headed by Corporate Vice President Sue Salter, and now includes the following personnel:

Katie Anderson, Editor  
Deanna Boe, Director of Student Services  
Adrienna Frazer\*, Editor  
Deborah Hamilton, Director of Academic and Institutional Services  
Craig Heimberger\*, Web Content Administrator  
John Lopez\*, Director of Institutional Research and Effectiveness  
Carrie Powell\*, Editor  
Judy Powell, Academic Services Coordinator  
Dana Souser\*, Curriculum Project Manager  
Donna Taylor, Lead Editor

\*=new personnel

The IPD Corporate Office currently employs 35 people and is pleased to continue to offer outstanding services and resources to assist its partners in improving learning opportunities for working adults throughout the United States.

## Academic Services

### Cardinal Stritch University Announces New Degree Program

The Board of Trustees of Cardinal Stritch University has approved a Bachelor of Science in Public Safety Management for the College of Business.

The College developed the program as a response to research—gathered from employers and potential students, in part, through focus groups, surveys, and advisory committees—that indicates steady interest in the areas of public and non-profit administration.



The College cited the following reasons for offering this program:

- More law enforcement agencies offer tuition reimbursement
- Public safety agencies emphasize education and increased professionalism
- A heightened awareness of the need for training in administration and command/control in the wake of September 11.

The degree program, which will be implemented in January 2003, is based on Cardinal Stritch's existing Bachelor of Science in Management degree and includes broad management courses, courses focusing on specific management challenges in the public sector, and courses addressing contemporary issues pertaining to public safety organizations.

### MBA Accreditation Process Complete for New Dimensions

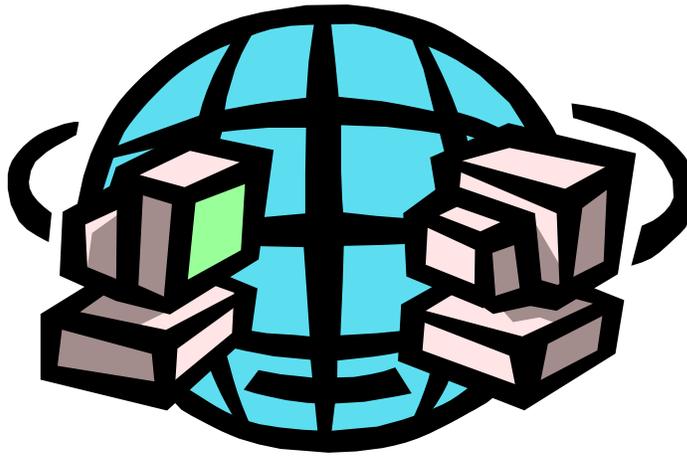
On October 16, 2002, the Board of Governors at the Connecticut Department of Higher Education unanimously approved accreditation of the MBA offered by New Dimensions at Albertus Magnus College and licensed in June of 2001. This completes the final portion of a two-step process requiring approval for licensure followed by full accreditation of all new degree programs offered in the State of Connecticut.

Dr. Phyllis C. DeLeo, Dean of New Dimensions, expressed her appreciation to New Dimensions faculty, especially Drs. John Rogers and James Sagner (MBA Director) for their assistance and support. "The accreditation of our MBA is a major achievement for Albertus Magnus College and New Dimensions," she remarked. "We are especially proud of our dynamic curriculum as well as our outstanding faculty who are well credentialed and experienced in their respective fields."

In keeping pace with Connecticut's growing and increasingly high-tech business community, the MBA program is computer enhanced and designed to serve a wide range of professionals in organizations large and small. Distinctive components in the curriculum include course clusters in Finance and Technology, Strategy and Leadership, Marketing and Research, and Organization and Management. New MBA cohorts are forming at the Long Wharf Learning Center in New Haven, CT.

"Although the curriculum for the MBA is new, the format, high academic standards, and unique design are similar to other highly successful programs offered by New Dimensions," Dr. DeLeo said.

Hallmarks of the program are the application of ethical issues throughout the course sequence as well as the concept that team-based effort is an important aspect of organizational success.



## Baker University Prepares to Launch Distance MBA

Baker University is getting ready to launch its first NetOption program—the Distance MBA—in January 2003. In preparation for this, Deborah Hamilton, IPD Director of Academic and Institutional Services, consulted with Baker University staff and faculty members in November to help design a project plan for the Distance MBA (DMBA) launch. By way of a 1 1/2-day workshop, Deborah guided the participants through the process of developing a blended delivery program.

Working in teams, the group outlined and examined the departments involved in launching Baker's new program. After developing step-by-step plans to prepare for the Distance MBA program, the teams analyzed the different functional areas involved in administering the online program—including administration, staff, student services, and financial aid—and found that several departmental functions and operations overlapped and, therefore, decreased efficiency. By addressing these issues, the group created a comprehensive project plan for the DMBA.

Participating in the workshop were Dr. Donald Clardy, Executive Vice President and Dean; Pete Stobie, Director of Faculty and Educational Resources; Gary Heisserer, Director of Research and Curriculum; Royce Ann Collins, Director of Academic Records and Assessment Center Director; and several faculty, curriculum, and student services staff members.

As a result of the workshop, Baker worked through the important issues related to mixed modality programs. These findings can be helpful to other institutions that are considering implementing NetOption programs:

- The organization and setup of the delivery system is key to a flourishing program launch.
- Colleges and universities need to address overlapping functional areas when they consider adopting blended program models.
- A detailed program plan is integral to an institution's success.
- An institution's top decision makers must be involved in the process. Without their enthusiastic involvement, the project may never get off the ground.

Students in the DMBA program will meet at the beginning and end of the course, and complete the rest of the coursework online, by reading the materials and participating in online discussion groups. Baker will use the Blackboard course management system to deliver the academic content for the program and to communicate with students and faculty in the program.

If your institution would like more information on the NetOption program, please contact IPD Corporate Vice President Sue Salter, [sue.salter@apollogrp.edu](mailto:sue.salter@apollogrp.edu).

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## IPD's Academic Services Conference Well Attended

Twenty-seven college staff members in faculty and curriculum development roles made time to attend the Academic Services Conference sponsored by IPD in Scottsdale, AZ, on October 24–25, 2002. Conference attendees participated in CAAHE Commission Best Practices Sessions; a panel discussion related to business needs and the adult learner; and workshops addressing the integration of objective criteria into writing, establishing an effective faculty recruitment system, and integrating technology into liberal arts and business curriculum.



An evening and dinner at the Phoenix Art Museum introduced participants to Western (yes, cowboys and Indians) artwork. As one person commented, "I think IPD does a wonderful job with these conferences. I appreciate all the work and thought that goes into them, and the efforts to make us feel comfortable and welcome. You succeed in doing that!" Overall, the attendees gave the conference a rating of 4.15 on a 5.00 scale.

## Baker University SPGS Adds Business Program

The School of Professional and Graduate Studies (SPGS) at Baker University has added the Bachelor of Business Information Systems program to its undergraduate degree offerings. The new program should be of particular interest to students and employers who have a need for a business degree with an emphasis in applied technology. The degree includes optional emphasis areas that allow specialization within the information systems discipline. Program emphasis areas include database design, programming, networking, Internet Web design, and Internet Web administration.

## NCA Approves Baker University



The Higher Learning Commission (NCA) granted 10-year approval to Baker University. The commission also approved Baker University's request to offer its MBA program through distance learning.

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## Computer Tip: Using the 'Track Changes' Function in Word

Microsoft Word has a very helpful feature called "Track Changes." With this feature, one person is able to edit a Word document, adding comments and recording his or her changes, so that the original author may see what changes or comments have been made.



To use this feature, go to the "Tools" menu, and select "Track Changes." Once this feature is activated, "TRK" will appear in the bar at the bottom of the document. Then, any changes made to the document will be highlighted in a different color (the default is red) and the changes made will appear in a pop-up menu off to the side of the text, also in a different color. To allow someone else to review the changes you have made, **do not** accept the changes to the document. Simply save it and send it on to the next person or back to the person who wrote the document. If you would like to accept individual changes you have made to the document (which means they cannot be undone), you may "right click" over any of the text you have changed or over comment in the "pop-up" section, and accept the changes.

## Baker University Receives NCATE Accreditation

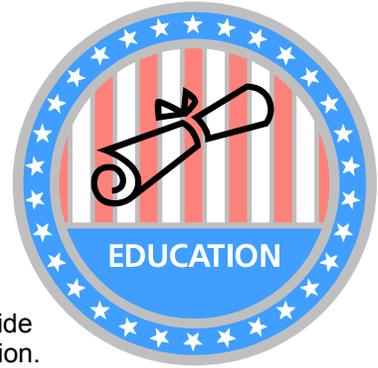
After two years of preparation, Baker University's Graduate Arts and Education Department was visited by a ten-member NCATE team. The exit review indicated the highest of quality under the new NCATE review format with an anticipated re-review in 7 years.

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## New Department of Education Regulations

The U.S. Department of Education (ED) has published a series of final regulations that will be impacting Title IV-participating colleges and universities. These rules appear to provide greater flexibility to non-term learning models like the IPD model. IPD has reviewed these regulatory changes at length, and the following is an overview of the key revisions and their possible effects.

ED has repealed the regulation previously known as the “12-Hour Rule.” The revised regulation defines an academic year for non-term and non-standard term programs as the timeframe during which the student completes 24 semester credit hours and 30 weeks of instruction. For purposes of the 30-week requirement, a week of instruction is a week (a consecutive seven-day period) in which at least one day of regularly scheduled instruction occurs. This regulation was published in the Federal Register on November 1, 2002, with an official effective date of July 1, 2003. The rules provide for early implementation at the discretion of each participating institution.



Prior to instituting any changes, IPD encourages each institution to review its academic programs and corresponding academic year length with respect to the following matters:

- Are there any accrediting agency rules or requirements that necessitate continued use of the learning team logs?
- Are there any state licensure or approval requirements that necessitate continued use of the learning team logs?
- Are there any requirements, imposed by any agency, that require continued monitoring/faculty oversight of the learning teams?

The following is a summary of the possible effects of the new regulations:

- **Academics:** Even though the new regulations no longer require that institutions document 12 hours of instructional time during each week comprising the academic year, ED has indicated that the institution and its accrediting body must assure that appropriate amounts of instruction do, in fact, occur. Because the learning teams are an integral part of the IPD learning model, IPD encourages all institutions to continue to use some type of learning team form. This form would be used for the learning team to record objectives met by the learning team, for review by the faculty. The form would not be used for attendance tracking, but it would, nonetheless, continue to serve as a useful tool to provide faculty with additional information about the progress of the learning team. While IPD is encouraging this process, there is no Title IV obligation that requires the use of this form as long as the institution can document at least one day of regularly scheduled instruction or examinations during each week of the academic year.
- **Financial Aid:** The new regulations will likely afford newfound flexibility to some institutions with respect to financial aid academic year length, depending upon the course structure and academic calendar within each program. However, it should be noted that, in conjunction with the elimination of the 12-Hour Rule, the new regulations impose new rules affecting Pell disbursement schedules. IPD believes that ED expects that modifications to the financial aid academic year would coincide with implementation of these new disbursement requirements. Therefore, IPD suggests that the institution implement the new Pell disbursement rules at the same time that the institution makes any adjustments to financial aid academic year length or learning team tracking/attendance. Further, due to the change in the requirements pertaining to

quantity of instructional time, ED has made corresponding changes to the regulations pertaining to program eligibility. These changes may result in additional short-term programs being eligible for Title IV funds. IPD suggests that each institution review any existing short-term programs for the possibility of Title IV eligibility. The institution may adopt these regulations early or may choose to wait until the deadline of July 1, 2003.

- **Consumerism:** IPD will work with each institution to review literature such as consumerism/marketing information, faculty handbooks, and learning team materials to make any necessary updates.

ED has made significant changes to other areas of the regulations, including the incentive compensation rules, Leave of Absence flexibility for non-term programs, and the rules for determining payment periods for non-term programs. IPD believes the changes are intended to lend greater clarity to the regulations and does not expect any changes to the existing contract structures related to the new compensation rules. IPD strongly encourages each institution to review the new regulations and the accompanying preamble due to the volume of changes made.

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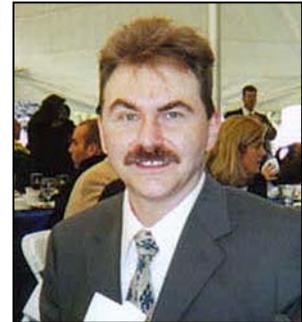
## Student Services

### Record Retention Rate for Centenary College CAPS Bachelor's Program

Students who enroll in Centenary College's Center for Adult and Professional Studies (CAPS) bachelor's program are staying enrolled at a rate of 95 percent, calculated by dividing the number of students currently enrolled by the number of students who started classes.

"We are proud of the innovative programs and hard work which have led to this level of student satisfaction," said Liz Nutzel, Student Services Coordinator and staff member since 1999.

CAPS student Richard Blume, a graduate of the College's associate's program, agrees. Speaking at Dr. Kenneth Hoyt's inauguration ceremony, Richard referred to CAPS faculty and staff as "brilliant jewels that adorn the CAPS crown." He added that CAPS is "blazing the trail that other academic institutions will seek to follow."



Richard Blume

Kathy Oswald, CAPS Student Advisor, credits the 3-hour student orientation sessions for their role in supporting the excellent retention rate. "Orientation sessions are conducted by the Student Services staff and the Program Director at the start of each cohort," she explained. "We review everything from class schedules, Web site usage, and book ordering procedures to issuing student ID cards and discussing attendance policy."

"Orientation allows students to meet our staff and lets us review how the cohort program works," Kathy continued. "Students have the opportunity to get personally acquainted with our staff and they come away understanding more fully what to expect in an adult, accelerated education program."

The orientation sessions enable staff members to hear from students about their needs. Following up on information provided at orientation sessions, Student Services partnered with math faculty members to develop associate's and master's level math refresher courses available **at no cost** to CAPS students.

The Degree Completion Seminars comprise the final piece to the retention puzzle. Offered by Student Services, these seminars provide students with guidance on how to make up any outstanding coursework requirements prior to students' scheduled graduation date.

"Our retention efforts have really paid off," said Smita DiPierro, CAPS Program Director. "Our expanded staff coupled with the innovative [practices] has boosted our retention rates to extremely high levels."

One such practice has been the CAPS Web site, which is "the single most student-centered innovation in our department this year," according to Smita.

"Our students can literally access information about our program 24 hours a day, 7 days a week," she said. "This Web site has reaped significant efficiencies in operation, while elevating student satisfaction to a whole new level."

The Web site, <http://faculty.centenarycollege.edu/caps>, is updated weekly. Students now have easy access to class schedules, faculty assignments, curriculum modules, FAQs, and late-breaking College announcements. Also included are contact information and key functions of each staff member, enabling students to reach the right person quickly.

“This Web site also helps our faculty,” said Don O’Connor, faculty liaison. “There is a section outlining textbook publishers and telephone numbers available to our faculty, which expedites ordering their own instructor copies and supporting materials.”

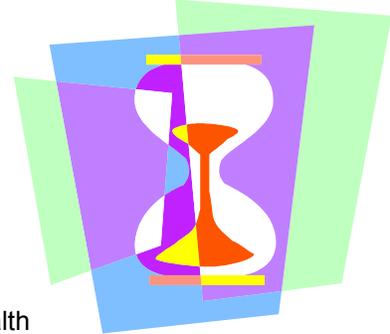
The CAPS Department, started in 1999 with Liz Nutzel and Kathy Oswald, now has a staff of nine who manage 470 students in 37 cohorts at two sites and four corporate locations and more than 60 faculty members. Recent hires within the past six months, helping CAPS keep up with the growth, are Phyllis Utzinger, Ro Saviello, Ginnie Hirt, Deborah Zavaglia, and Diane West.

## National Registrars’ Survey Reveals Broad Transfer Credit Policies

A recent survey of registrars on transfer credit time limits using a national listserv produced interesting results. The listserv, [SCR-L@samford.edu](mailto:SCR-L@samford.edu), sponsored by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), is for members who are registrars at small colleges, defined for the purposes of the listserv as colleges with enrollment of less than 5,000 students.

The survey asked two questions:

1. Does your institution have a set time limit for which classes can or cannot be used for current degrees (i.e., a course taken more than 10 years ago is no longer considered valid for a current degree program)?



Of the 51 who responded, 34 institutions (67%), said they do not have a limit; four institutions (8%) responded that only Nursing/Health fields have a limit, ranging from 3 to 5 years; three institutions (6%) responded that there is a 5-year limit for math/science courses; three institutions responded that it is a judgment call by the department; two institutions responded that there is a 10-year limit ; two institutions responded that there is a 7-year limit ; one institution responded that there is an 8-year limit; and one institution responded that there is a 7-year limit, after which a student must complete 12 upper-level credits.

2. Does your institution have a set time limit for which a catalog can be used for degree programs (i.e., a student started a degree program 6 years ago—can the student continue to use this catalog)?

Of the 40 who responded, 21 institutions (52%) responded that a new catalog was required only if a leave of absence was incurred (ranging from 1 semester to 5 years—the most common answer was 1 semester); six institutions (15%) responded 6 years; four institutions (10%) responded 5 years; three institutions responded 7 years; two institutions responded 8 years; one institution responded 10 years; one institution responded that a leave of absence greater than 4 years required a new catalog and less than 4 years retained the old catalog; one institution responded that the student uses the catalog in effect at the time the Major Declaration form is submitted; and one institution responded that the institution works with individual students on a per-case basis.

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## Welcome

### **Dr. John Lopez Joins IPD as Director of Institutional Research and Effectiveness**

IPD Corporate recently welcomed Dr. John Lopez as the Director of Institutional Research and Effectiveness. Dr. Lopez earned his PhD in higher education with a minor in management and policy from the University of Arizona, where he spent the past 5 ½ years as a research specialist/analyst in Institutional Planning, Analysis, and Special Services. He represented the Provost's Office in academic program reviews, strategic planning activities, various special projects, and served as the university's executive coordinator for the North Central Association re-accreditation site visit.

Dr. Lopez possesses a combination of accreditation experience and research and analysis skills that will strengthen IPD's capacity to provide valuable services to CAAHE. He assumes the duties of two former directors, Mary Ann Holtz (accreditation) and Michael Nanna (research). Although Dr. Lopez's major activities will focus on research, accreditation, and assessment, he expressed a desire to expand beyond those areas to provide support and assistance in other areas as the needs of CAAHE Member Institutions evolve. Initial discussions indicate that he will be instrumental in studying student persistence, investigating issues related to implementing distance learning, participating in strategic planning, and drafting proposals for new IPD products and services.

"Strong collaborative efforts between IPD and its client institutions present an infinite number of opportunities to improve higher education," Dr. Lopez said. "As a higher education professional, my goal is to identify, facilitate, and pursue implementation of those initiatives that present mutually beneficial outcomes for the greatest number of stakeholders. I will undoubtedly need input and expertise from CAAHE Member Institutions to progress consistently toward realizing those goals."

Dr. Lopez may be contacted via e-mail at [john.lopez@apollogrp.edu](mailto:john.lopez@apollogrp.edu); via telephone at (480) 557-1788; via fax at (480) 966-9429; or via mobile telephone at (602) 300-8295.

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# Enrollment Update

## Ending November 2002

<b>Albertus Magnus College</b>		<b>Centenary College</b>		<b>Ohio Dominican University</b>	
ASBM	504	AALA	196	ASB	247
BSBM	484	BSBA	218	BSBA	256
MSM	228	<u>MBA</u>	<u>78</u>	BSBC	19
<u>MBA</u>	<u>62</u>	<b>Total</b>	<b>492</b>	<u>MBA</u>	<u>113</u>
<b>Total</b>	<b>1,278</b>			<b>Total</b>	<b>635</b>
<b>Aquinas College</b>		<b>Cornerstone University</b>		<b>Olivet Nazarene University</b>	
ABM	168	ASB	269	BSN	40
BSBA	104	ASC	94	BSM	62
<u>BSMIS</u>	<u>43</u>	BSBA	45	BBA	46
<b>Total</b>	<b>315</b>	BSM	238	AAB	80
		BSML	51	MBA	208
		<u>MSM</u>	<u>36</u>	<u>MSN</u>	<u>9</u>
		<b>Total</b>	<b>733</b>	<b>Total</b>	<b>445</b>
<b>Averett University</b>		<b>Gwynedd-Mercy College</b>		<b>Shorter College</b>	
ASB	376	ASB	222	BSBA	152
BBA	571	BSBA	135	BSM	290
BBE	26	BSN	0	AA/AB/AC	664
<u>MBA</u>	<u>584</u>	<u>BHS</u>	<u>11</u>	MBA	49
<b>Total</b>	<b>1,557</b>	<b>Total</b>	<b>368</b>	<u>MAOM</u>	<u>10</u>
				<b>Total</b>	<b>1,165</b>
<b>Baker University</b>		<b>Hope International University</b>		<b>Southern Wesleyan University</b>	
AAB	376	AAB	45	Step I	411
BBA	280	BSM	30	Step II	265
BSM	169	BSHD	61	BSM	162
MBA	615	AACM	23	BSBA	446
<u>MSM</u>	<u>164</u>	<u>MBA</u>	<u>0</u>	MSM	174
<b>Total</b>	<b>1,604</b>	<b>Total</b>	<b>159</b>	MED	118
				<u>MBA</u>	<u>15</u>
<b>Belhaven College</b>		<b>Indiana Wesleyan University</b>		<b>Total</b>	
BRID/AA1	149	ASB	1,501	<b>Total</b>	<b>1,591</b>
MINI/AA3	35	BSBIS	206		
BBA	241	BSM	742		
BSM	153	BSBA	363		
AA2	139	BSA	134		
MBA	105	MSM	265		
<u>MSM</u>	<u>71</u>	MBA	944		
<b>Total</b>	<b>893</b>	<u>MBA online</u>	<u>117</u>		
		<b>Total</b>	<b>4,272</b>		
<b>Benedictine University</b>		<b>Medaille College</b>		<b>Thomas More College</b>	
AABA	130	ASB	155	GTWY	23
BAM	98	BBA	265	BBA	115
MED	73	<u>MBA</u>	<u>112</u>	BBA-C	56
<u>MBA</u>	<u>50</u>	<b>Total</b>	<b>532</b>	<u>MBA</u>	<u>103</u>
<b>Total</b>	<b>351</b>			<b>Total</b>	<b>297</b>
<b>Cardinal Stritch University</b>		<b>Montreat College</b>		<b>Wesley College</b>	
ASB	804	ASB	237	ASB	259
Certificates	74	BBA	242	Bridge	7
BSM	524	<u>MBA</u>	<u>51</u>	BBA	99
BMIS	207	<b>Total</b>	<b>530</b>	<u>MBA</u>	<u>33</u>
BSA	53			<b>Total</b>	<b>398</b>
BSBA	321				
MBA	691				
MSM	213				
<u>MBA-H</u>	<u>12</u>				
<b>Total</b>	<b>2,899</b>				
				<b>TOTAL:</b>	<b>21,152</b>

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## 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 April 2003 issue to do so by March 15, 2003. Please e-mail your written articles in Microsoft Word to Carrie Powell at [carrie.powell@apollogrp.edu](mailto:carrie.powell@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**  
**Carrie Powell ..... Assistant Editor**

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