

# CAAHE NEWS

CONSORTIUM FOR THE ADVANCEMENT OF ADULT HIGHER EDUCATION

## Upcoming Meetings and Conferences

- **IPD New Client Orientation**  
Sept. 28–29, 2005  
Doubletree Guest Suites  
Phoenix, AZ
- **IPD New Deans Meeting**  
Jan. 26, 2006  
Doubletree Guest Suites  
Phoenix, AZ
- **CAAHE Institutional Reps Meeting**  
Jan. 27–28, 2006  
Marriott Scottsdale Suites Old Town  
Scottsdale, AZ
- **IPD Academic Services Conference**  
Feb. 27–28, 2006  
Embassy Suites Hotel  
Phoenix-Biltmore  
Phoenix, AZ
- **CAAHE Conference**  
June 14–16, 2006  
Hyatt Regency  
Newport Beach, CA

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## From the Chair

**By Dr. Michele Willingham  
Hope International University**

Greetings from sunny Southern California! Allow me to introduce myself: Dr. Michele Willingham, Dean for the School of Professional Studies at Hope International University. It is my distinct honor to serve as CAAHE Chair this year, and I look forward to our continued collaboration in advancing the academic quality of, and increasing enrollment in, each of our adult education programs.

Certainly, we all want to extend our heartfelt appreciation to John Horn for his leadership last year and for the fantastic time had by all at the annual conference hosted by Aquinas College in Nashville, TN, in June. I know that all ya'll (that's plural for ya'll, right?) enjoyed the Southern hospitality and down-home cookin' (even if I did get lost—twice—in the Opryland Hotel).

Hopefully, you are all looking forward to CAAHE California, June 14–16, 2006! While we won't seek to top the sites and sounds of past years, we do want to ensure every CAAHE Conference attendee enjoys a true Southern California experience. To that end, I am pleased to report that the 2006 CAAHE Conference will take place at the Hyatt Regency Newport Beach Hotel (formerly the Hyatt Newporter) in Newport Beach, CA.

Check out these highlights about the hotel, located on 26 beautifully landscaped acres overlooking the Back Bay of Newport Beach:

- Complimentary shuttle service to and from the Orange County/John Wayne Airport *as well as* to and from Fashion Island (Newport's premier shopping destination) and to and from nearby Balboa Island
- A 9-hole, executive par-three golf course *on property*; the hotel concierge can arrange tee times at the 18-hole championship Pelican Hill Golf Club nearby
- Palisades Tennis Club *on property* with 16 lighted championship courts
- Three swimming pools and three outdoor spas, fitness center, table tennis, shuffleboard, bicycle rentals, and a 6-mile jogging/bicycling path adjacent to the property
- In-room dining as well as Sol Restaurant, Sandbar Lounge, and The Buzz Stop on site
- Gaylee Signature Spa *on property* with a full range of spa treatments, facials, and massages

We will enjoy all this for only a \$154-per-night, conference-room rate—what a deal!

Our working theme for the 2006 CAAHE Conference is “Building Lasting Learning Communities,” which will allow for broad application to developing and supporting not only adult student learning communities, but also scholarly community among adult program faculty, lifelong learning community among alumni, electronic learning communities, and so forth. Based on feedback from last year's attendees, we are looking to add a block of pre-conference workshops on Wednesday, *before* the evening kick-off event, to better maximize your travel dollar.

Watch your e-mail for further details on our conference theme, schedule, and call for proposals!

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Many blessings!

# CAAHE News

## Advancing a Steadfast Mission in Changing Times

Bringing together nearly 120 people from 19 CAAHE member institutions and IPD, this year's CAAHE Conference encouraged participants to explore the ways their adult programs can build upon and advance the missions of their institutions. To accommodate 20 diverse missions, the conference planners had their work cut out for them!

Keynote speaker Dr. Ron Mahurin, Vice President of the Council for Christian Colleges and Universities (CCCU), kicked the conference off with a pop quiz. Playing off the conference theme, "Advancing the Mission: Through Adult Enrollment, Service, and Programs," he challenged the attendees to match selections of mission statements with the correct CAAHE member institution. His keynote speech examined the current context of higher education, shared what the CCCU has done, and explored ways to create opportunities for advancing an institution's mission.



The greatest challenge for adult educators is rising to meet the demand for higher education, which has never been higher worldwide, Dr. Mahurin said. He stated that to meet the demand, one major university would need to be created each week for 30 years. In order to meet this challenge, colleges and universities need a clearly defined mission, and they need to be committed to it. After all, he said, "People can mission shop; organizations can't."

Over the course of 1½ days and 12 workshops, 15 presenters expanded on the idea of mission — fit and integration, academic support, using technology to instill and advance the mission, mission-centered retention policies, seeing and teaching students according to the faith-based mission of the institution, and imparting the mission to faculty so they may in turn spread the message.



Conference participants stayed at the Gaylord Opryland Resort Hotel in Nashville, TN. Those who arrived by June 1 were treated to an evening cruise on the Cumberland River from the resort to downtown Nashville. A few even disembarked and braved the heavy rain to watch the Western Conference finals between the Phoenix Suns and the San Antonio Spurs.

The membership extends a huge thank you to Aquinas College for hosting this successful and stimulating conference. Many thanks also to the conference planning committee members for their hours of careful planning: John Horn, Director of Adult Studies and CAAHE Past Chair; Nancy Arnold, Student Services Advisor; Pam Dunn, Director of Academic Services; Suzette Telli, Director of Student Affairs; and Barbara White, Student Educational Resource Coordinator.

To view a slideshow of pictures from the conference, please go to [http://www.caahe.org/documents/conference\\_2005\\_pictures.pdf](http://www.caahe.org/documents/conference_2005_pictures.pdf). To view the complete agenda or to find handouts from select presentations, please visit [http://www.caahe.org/events/2005\\_06\\_1.asp](http://www.caahe.org/events/2005_06_1.asp).

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## Hoffner Recipients in Second Decade of Serving Adult Learners

Congratulations to Terri Beauregard as the 2005 recipient of the Paul E. Hoffner Outstanding Service Award, Staff Category, and to Gary Wilkinson as the 2005 recipient of the Paul E. Hoffner Outstanding Service Award, Faculty Category.

### Terri Beauregard—Staff Category

“When I think of Terri, I think of a true student advocate. She works many hours to ensure that students have the most accurate information they need to make good decisions about their academic path,” writes one Baker administrator of the 2005 Staff Recipient. As Director of Student Services at Baker University for more than 10 years, Terri Beauregard’s dedication to higher education and the success of adult learners has always been the central focus in all aspects of her work.



Whether in committee meetings, staff development sessions, the classroom, or private conversations, she blends experience and knowledge with dedication, enthusiasm, and a sense of humor, inspiring staff and students to achieve ever-higher goals. Terri has been described as the “lighthouse” for her staff because she creates an environment where her team feels competent and assured of her continued support.

Terri has also been an inspiration to many outside of the Baker campus. She has “worked tirelessly” for the CAAHE Student Services Commission as a member, Chair, and Past Chair. She has unselfishly offered her valuable time to conduct many training sessions for IPD and present at various workshops.

### Gary Wilkinson—Faculty Category

Dr. Gary Wilkinson is described by many of his students as “the best instructor that they have had.” Given the apprehension many students have about quantitative course work, it is highly commendable to have student comments such as “A great instructor to spend 14 long weeks with!” Needless to say, this 2005 Faculty Recipient has made the study of economics understandable for his students.



Over the past 10 years, Gary has built a legacy, contributing greatly to the overall success of the Graduate Business Program at Indiana Wesleyan. Those who know him say he models his faith and values as he interacts with staff, administration, peers, and students.

Gary is also described as a strong team player at Indiana Wesleyan. Recently, when an instructor was unable to teach a course, Gary went above and beyond the call of duty by agreeing to teach a class in southern Indiana, which involved a 4-hour-each-way commute. His dedication to Indiana Wesleyan is evident in his service on various faculty committees, including the University Faculty Senate and the Academic Affairs Council for the College.

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## Ohio Board of Regents Supports Indiana Wesleyan

At the end of June 2005, Indiana Wesleyan University received re-authorization by the Ohio Board of Regents for programs and education centers in Cleveland, Cincinnati, and Dayton. The Board praised the University for its diligence in faculty recruitment, orientation, and training. The Ohio Board of Regents also commended the curriculum, assessment, and off-campus library system.

Indiana Wesleyan continues to see growth in the state of Ohio in its current centers and programs. Enrollment for the three education centers continues to grow. The center in Cleveland, which started classes in January 2003, now has 456 students. Due to the growth in Cleveland, Indiana Wesleyan is reviewing east-side locations for a new center there. The center in Cincinnati, which opened last year, currently has 270 students.

The Dayton Education Center, a 42,000-square-foot center still under construction, already has approximately 35 students meeting in area hotels and is expected to be completed by September 2005. Meanwhile, the bachelor of science completion degree for registered nurses and the Master of Education programs have already started at a nearby hotel. Indiana Wesleyan projects its first Dayton business degree to be launched in early summer. The Dayton Education Center will be administered from Cincinnati by Brad Grubb, Regional Director of the Cincinnati Education Center.

## HLC Approves Statewide Graduate Programs for Cornerstone

Cornerstone University has received approval from the Higher Learning Commission to begin a new MBA program and to take master's degrees anywhere in the state of Michigan.

The MBA program has four key focus areas:

- Leadership From a Christian Worldview
- Entrepreneurship and Innovation
- Global Business
- Core MBA courses

The global business portion of this program includes a Global Business Experience. Options to fulfill this experience will include a Global Business as Missions Trip to China, where students will investigate Christian worldview business models that demonstrate good business practices while making a positive impact for Christ; or exposure to the work of various global businesses in the students' own communities that operate from a Christian worldview business model and are making impacts on God's Kingdom.

To coincide with the Global Business focus area, Cornerstone's division of Professional and Graduate Studies recently partnered with the EC Institute on a 9-day Global Business Experience to China. Through dialogue with business executives and exposure to various cultural experiences, the participants came away with a better understanding of faith applications in the marketplace and obstacles and opportunities to conducting business in China as North American business people. The trip also explored how economic globalization impacts respective industries and how to prepare for this opportunity/threat.



Global Business Experience participants included, clockwise from top left, Scott McFarlane, Kim Kooy, Kyle McNamara, Ron Holland, Paul McNamara, Dr. Robert Simpson, Greg Johnson, and Judy Trailer.

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## Online Student Retention Model Now Available!

Student attrition at CAAHE member institutions is costly to everyone. For associate students alone, attrition results in approximately \$3,360 to \$7,680 loss in tuition PER YEAR, PER STUDENT; the cost to get the student into the classroom is well over \$2,500; and it is impossible to grow enrollment when students drop faster than they can be recruited.

IPD's Web site now houses a seven-module Student Retention Model (SRM), created by Dr. Sue Murphey Salter, that can be used by CAAHE member institutions to assess the impact of attrition and improve retention. The SRM can be accessed at <http://www.ipd.org/login>. The user name is srm and the password is success; then select "Student Retention Model" in the drop-down list of secured sites to get started.

Also, check your inbox for the "Retention Tip of the Week" for brief facts pulled from the SRM.

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## Indiana Wesleyan Prepares Kentucky Site

In November 2005, Indiana Wesleyan University will open a newly constructed education and conference center in Louisville, KY. The new three-story, 30,000-square-foot building is situated on 3.8 acres of prime real estate in the Jeffersontown area of Louisville right off the interstate. The total cost of the project (land and building only) is \$4.5 million. With an enrollment of 750, the University has exceeded the capacity of its current 15,500-square-foot education center.



To lead efforts at the new Louisville Education & Conference Center, Indiana Wesleyan has hired Dr. Jeff Stone as the new Regional Dean for the Louisville Education Center. Dr. Stone has served in various roles at regional education centers of universities for the past 13 years, most recently serving as the Director of Columbia College at Kansas City, Extended Studies Division. He holds a PhD in History and Philosophy of Education from the University of Kansas, an MA in History from Fort Hays State University, and a BA in American Studies from Sterling College. Dr. Stone is also an experienced teacher, having taught in the areas of history and political science for several different universities. Dr. Stone began his duties in June 2005, replacing the interim Regional Dean Dr. Joshua Fischer, who also serves as the Regional Dean of the Cleveland Education Center.

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## Averett University, IPD Extend Contract 5 Years

Since 1988, Averett University and IPD have enjoyed a successful and beneficial relationship. Recently, they agreed to extend their partnership an additional 5 years, through August 31, 2010.

"We are thrilled about the extension and future growth opportunities in the ever-expanding Virginia market," said Bernard (Butch) Jones, IPD Corporate Vice President for Contract Development.

Plans for the new contract term include developing and offering a Master of Education degree, which should be available for enrollment in the near future.

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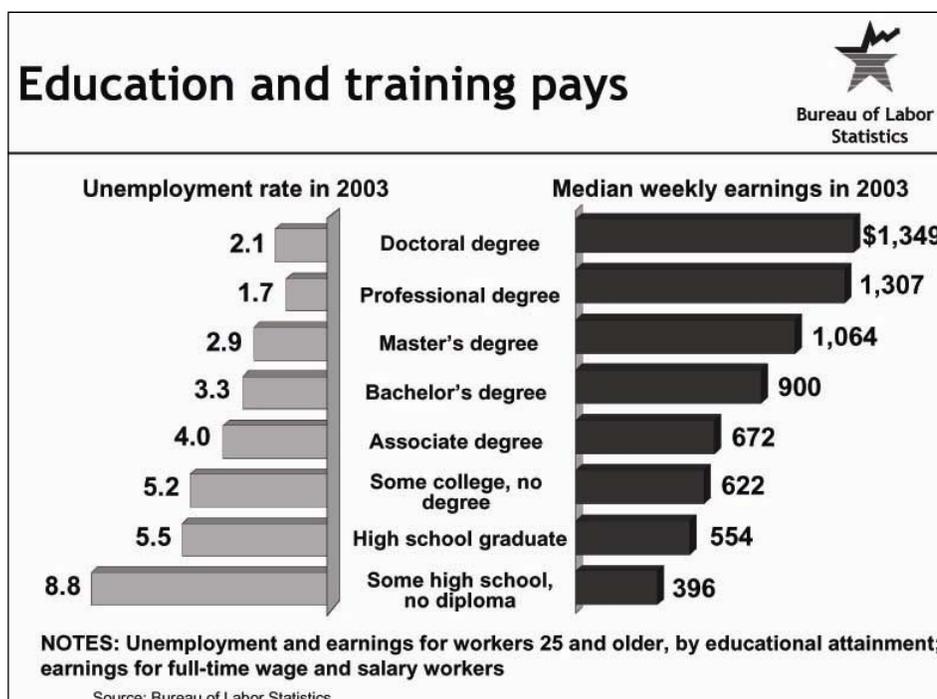
## Census Says: Earning Degree Really Does Pay Off

Education pays, according to the U.S. Department of Labor’s Bureau of Labor Statistics. Adults over the age of 25 who have a postsecondary degree are more than twice as likely to be employed than those with no high school diploma. According to 2003 statistics, the unemployment rate for those with associate’s degrees was 4%, compared to 8.8% for those with no high school diploma and 5.5% for high school graduates. Those with bachelor’s degrees had an unemployment rate of 3.3%.

The likelihood of being unemployed decreased more significantly among individuals with graduate and doctoral degrees, whose rates were 2.9% and 2.1% respectively. The group with the lowest unemployment rate by education level was comprised of individuals with professional degrees, at a rate of 1.7%.

The earnings by educational level reveal a similar trend, according to the U.S. Bureau of the Census. The average median income among those with an associate’s degree was \$672, compared to \$554 for high school graduates. Those with a bachelor’s degree earn an average of \$900 each week, while those with a master’s degree report weekly earnings of \$1,064 on average.

Visit the U.S. Census Bureau at <http://www.census.gov/population/www/socdemo/educ-attn.html> and <http://www.census.gov/population/www/socdemo/education/FS-educatt.html> for additional fact sheets, charts, and data. To download the chart shown below, go to <http://www.bls.gov/emp/emped00.pdf>.

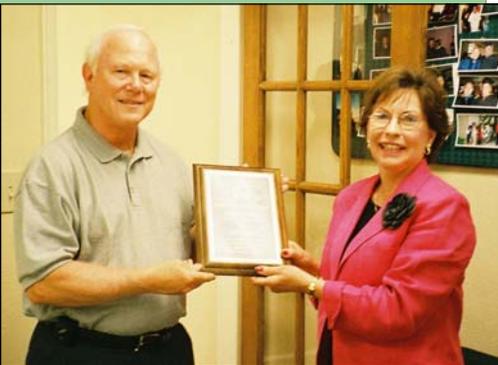


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# Academic Services

## Belhaven Instructors Bring Accounting, History to Life

Belhaven College recently held its annual faculty appreciation reception on the Jackson and Memphis campuses. The Faculty Ambassador Award is presented each year at this event; recipients are selected based on support of the adult degree programs through referrals. This year, Belhaven also involved the students and asked for their nominations. Based on student nominations and faculty referrals, Pete Hays in Jackson and Len Hamner in Memphis won.



Pete Hays, left, displays his award with Dr. Kay Owen, Belhaven College Academic Dean for the state of Mississippi.

Pete Hays has been an accounting instructor at Belhaven since 1997. The students who nominated Pete reported that he is a tremendous instructor and one who is dedicated to helping his students learn and succeed. One student wrote, "Mr. Hays was not only one of the most informative teachers that I have come across during my time at Belhaven, but one I will remember for a lifetime. Mr. Hays has definitely won the Ambassador Award for touching a life!"

Len Hamner has been teaching at Belhaven's Memphis campus since the program began in 1996. Len's students consider her to be one of the best teachers at the Memphis branch. Nominators regard Len as a teacher of excellence and say her courses are vibrant because she engineers the classroom to be stimulating and thought provoking.

Len's areas of expertise are history and the humanities, and her students report that her experiences as a world traveler, which she applies in her courses, make the subject of history "come alive." One student wrote, "Excellent instructors are one of the best recruiters of new students. Len Hamner is one of those instructors." Another described her as an "excellent and gifted instructor" with a "servant heart" who is "always willing to help in a crunch."

Belhaven College congratulates Pete Hays and Len Hamner on being the recipients of this prestigious award.



Len Hamner, center, smiles as she holds her award with Erica Johnson, IPD Enrollment Manager, and Tom Sullivan, Belhaven College Academic Dean for the state of Tennessee.

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## New Tactic: Mix Cohorts to Increase Enrollment

Indiana Wesleyan University recently implemented an interesting strategy to increase enrollment by increasing opportunities for class starts. By re-sequencing some programs, the Business and Management Department found it could do some combined starts that would later break into more specific program cores.

George Howell, Director of Bachelor of Business Programs, breathed new life into the Bachelor of Science in Marketing and Bachelor of Science in Business Information Systems programs by combining starts with the more popular Bachelor of Science in Management program. Students take several courses as a combined BSM-BSMK-BSBIS core, then break off into smaller groups for the more program-specific courses.

Bradford Sample and Mike Manning, who direct the Associate Programs, found they could reinvigorate the Associate of Science in Computer Information Technology degree by combining starts with cohorts in the Associate of Science in Business program. Jim Kraai has done the same thing with the Master of Business Administration and Master of Science in Management programs.

Combining cohorts in such a way brings more frequent class starts, so students don't lose interest waiting for their specific program.

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## IPD Broadens Scope of Online Courses

IPD has changed the name of its *Accelerated Module Development* course to *Advanced Instructional Design*. The name is more reflective of the training received in this 3-week online course, which builds upon the skills course developers learn in the *Guidelines for Module Writing* tutorial, which has also been updated and renamed *Principles of Instructional Design*.

*Advanced Instructional Design* is geared toward those who develop and oversee accelerated courses for CAAHE member institutions. In order to take the *Advanced Instructional Design* course, participants must first complete the *Principles of Instructional Design* tutorial.

The online course is facilitated through IPD's Blackboard learning management system by a member of IPD's academic services department. It requires participants to use the concepts learned in *Principles of Instructional Design* by leading them through the active design of a course module. Topics include designing quality activities and facilitation and lecture notes and gearing courses toward adult students in accelerated programs. Throughout the course, participants engage in discussion of weekly topics, give one another feedback, and work through the design of a course module in a step-by-step fashion under the guidance of the facilitator.

With its focus on instructional design—a skill increasingly in demand by educational institutions and businesses—the course serves as a professional development opportunity and can be noted on a curriculum vitae or resume. Ultimately, CAAHE institutions will benefit from this training; better trained developers will create quality course modules to serve the needs of students and instructors.

*Advanced Instructional Design* is offered on a quarterly basis. The next course begins August 15, 2005. For more information or to sign up for the course, please contact Robert Barnes, Faculty Development Manager, at [bob.barnes@apollogrp.edu](mailto:bob.barnes@apollogrp.edu).

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## Are Adult Students Less Engaged in College?

Currently more than 43% of undergraduates are over age 24 (National Center for Education Statistics, 2003), yet there is a dearth of research about how to promote learning outcomes for these adults. When adults are busy juggling families and jobs, how can they be very engaged in college? Using results from the National Survey of Student Engagement (NSSE), Indiana Wesleyan University explored the differences in student engagement between adult and traditional-aged students. Here are some highlights:

- Adults are very engaged in their education, but the nature of that engagement is slightly different than traditional students. Adults talk to others more about their academic work, spend more time preparing for classes, produce more academic work (papers, presentations), and are more likely to complete assignments before class and contribute in class than traditional students.
- Adult students may know fewer of their fellow students, but they have very close relationships with the students they know and rate the quality of their relationships significantly higher than traditional students. They work with classmates outside of class to prepare class assignments. They perceive that the institution encourages contact among students from different economic, social, and racial/ethnic backgrounds and that the college has contributed to their skills in working effectively with others.
- Adult students more likely perceive the coursework emphasized analysis, synthesis, and making judgments. They also are more likely to perceive growth in writing, speaking, group, quantitative, and computer skills.
- Adults are similar to students at other institutions in their exposure and commitment to diverse people and ideas. They are more likely to have had serious conversations with students who are very different in race/ethnicity or religious/political/personal values. They include diverse perspectives in class discussions or writing assignments. Compared to when they first enrolled, adults more likely believe that the real value of a college education lies in being introduced to different ideas and values. After their experience at college, they are more likely to consider all sides of an issue before making up their minds.



This analysis of NSSE data comparing adults with traditional-aged students is full of good news for adult-focused institutions. Adults can be very engaged in academic activities when provided with an adult-friendly format for their education. Adults enjoy their academic work and are highly motivated to study hard and produce high quality work. As a result, they appreciate their academic experience and perceive that they have acquired both general education along with work-related skills. It appears that adults particularly thrive when they interact in classrooms with other adults who share similar life experiences. Adults enjoy working together and motivate one another toward excellence. They also have high expectations when it comes to curriculum and faculty, so adult-focused institutions need to ensure excellence in these areas.

This study dispelled some of the common myths about the marginal status of adult students. Adults are actually very involved in their academic work, though they may not be very involved in the co-curricular activities of the residential campus. When provided with a supportive academic environment that recognizes the special needs of adults, they will thrive as students. Additionally, they will greatly appreciate quality faculty who respect their experiences and maturity.

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## IPD's Online Tutorials Get Upgrade, New Home

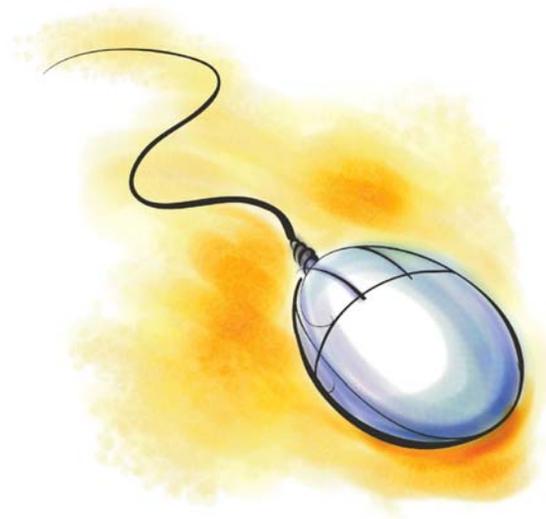
This spring, IPD launched version 2 of the MBATutor, which consists of four online, self-paced tutorials designed to replace program prerequisites. Featuring new content developed by faculty members at six CAAHE member institutions, version 2 also includes a comprehensive pretest to measure a beginning-to-end student assessment, expanded test banks, enhanced examples, and up-to-date content. Early results show that, on average, students' scores improve more than 40% from the pretest to the posttest, with 80% of the students passing the posttest on the first attempt.

The MBATutor will soon be moving to a new system that will guarantee improved system performance and functionality for students enrolled in the tutorials. IPD will use Moodle, an open-source course management system, to deliver several online training packages. Additional information will be available in the coming weeks.



Along with the MBATutor, IPD also has two College Competency Tutorials—the Personal English Tutorial and the Personal Math Tutorial—designed to provide remedial instruction or to serve as refreshers in the basics of grammar and mathematics. These will be available to CAAHE member institutions September 1, 2005, and also will be delivered via Moodle.

For further information on the MBATutor or for a demonstration of any of the online tutorials that IPD offers, please contact Tressa Kleinendorst at [tressa.kleinendorst@apollogrp.edu](mailto:tressa.kleinendorst@apollogrp.edu).



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## Indiana Wesleyan Expands Program Offerings

Indiana Wesleyan University is proud to announce that its respected on-site Bachelor of Science in Accounting (BSA) degree is now moving online! After successfully serving classroom-based students with the BSA program since 1999, the degree will now be completely accessible to students online.

The BSA is the fourth online undergraduate business and management degree program offered to adult students. It joins the Bachelor of Science in Management, the Bachelor of Science in Business Information Systems, and the Associate of Science in Business degree. Graduate business degrees offered are the Master of Business Administration and the Master of Science in Management. Education and nursing degrees are also offered in the online format.

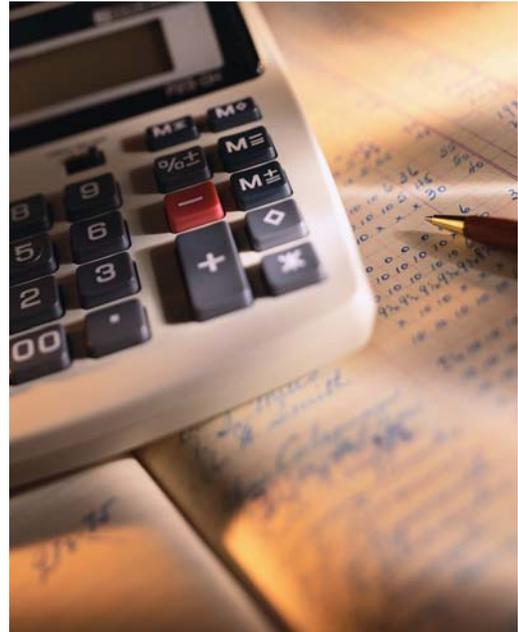
Indiana Wesleyan's online presence began in 1996. The University has recorded more than 15,000 online course registrations in the previous 12 months.

In August 2005, Indiana Wesleyan will launch an Associate of Science in Accounting degree that promises to aid those interested in finding entry-level positions in the profession. Recent news reports concerning fraud in American companies has prompted calls for greater financial diligence and the need for disciplined and ethical accountants.

Consisting of 62 hours of course work, which includes both accounting and liberal arts courses, the program should aid graduates in not only figuring credits and debits, but also learning the critical thinking, communication, and problem-solving skills expected in today's competitive job market.

Finally, the University has approved its first non-core program in the Adult & Professional Studies College. Beginning September 1, 2005, students will have the flexibility to earn either an Associate of Science or a Bachelor of Science degree in General Studies without the hassles or inconveniences involved in working with a permanent core group.

The Associate of Science degree consists of 62 hours of course work, with 26 hours of required general education and elective classes that includes a capstone review of the meaning of a liberal arts education. The Bachelor of Science degree requires 124 credits and includes 33 specific hours of general education and electives courses including a senior seminar in liberal arts.



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# Student Services

## Career Web Site Targets Centenary's Adult Learners

A majority of colleges and universities support career centers to assist their students in finding jobs after graduation. However, these centers often focus on traditional undergraduate students, leaving adult learners to research and plan their own career paths.

Deirdre Letson, Director of Career Services Adult Education at Centenary College, wanted to change all that. She created a career services center that caters to adult learners with the goal of assisting these learners in meeting their unique career-planning needs.

Fulfilling its mission to enable students and alumni "to increase career awareness through assessment, research, experiential learning, and the development of job search competencies," the Career Services for Adult Education at Centenary serves the adult student population by housing resources in one easy-to-navigate site. Visitors to the Career Services Web site will find links to a calendar, job postings and search sites, and a career library as well as resources for career planning. Students, alumni, or employers can click on pages designed specifically to target their needs.

Off the student page, visitors will find information about individual career counseling, either in person or online; career assessments; strategies for job searching and resume writing; workshops and seminars; and developing an electronic portfolio, which students can use to document and continually update their skills, experiences, and accomplishments.

Workshops, counseling, self-assessments, and networking opportunities are offered to alumni on a page geared toward graduates of the adult program. Other links advise employers about Centenary's adult program as well as the services offered to students and alumni and allow employers to post a job opening right from the site.

Deirdre presented at the annual IPD/CAAHE Student Services Conference and invited all CAAHE members to feel free to refer students to this informative Web site: <http://www.centenarycollege.edu/careerserv.php>.



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# Financial Aid

## Bush Administration Proposes Revamp of Higher Education; Amended Bill Sent to House

According to an article published in the July 1, 2005, issue of *The Chronicle of Higher Education*, the Bush administration is calling for changes to the federal student loan programs that, over the next 5 years, would produce close to \$12 billion in savings. Most of those savings would come from cuts in the subsidies the government provides to lenders and guarantee agencies that participate in the guaranteed-student loan program. However, to the dismay of college leaders, the president's plan also calls for eliminating the Perkins Loan Program.

The president's ideas for shutting down the Perkins Loan Program were detailed in his plan. It states that "not later than October 1, 2006, an institution of higher education with a student loan revolving fund . . . shall remit to the Secretary of Education an amount equal to the Federal portion of the liquid assets of the fund, as determined on June 30, 2005."

The bill also states that by no later than 180 days after the enactment of the Higher Education Act Reform Amendments of 2005, "the Secretary of Education shall publish, in the Federal Register, a notice describing a plan for the orderly return of Federal capital contributions, and the assignment of Federal Perkins Loans made under, part E of title IV of the Higher Education Act of 1965, to the Secretary."



The following are other significant changes that were proposed by the Bush administration:

- Enter a time limit (16 semesters) on how long students could receive Pell Grants to pay for college.
- Revise the formula for Federal Work-Study and Federal Supplemental Educational Opportunity Grants to ensure that those programs serve the neediest students.
- Allow borrowers to consolidate their loans more than once to lock in better interest rates.
- Require students to pay a fee, equal to 1% of the principal amount they have borrowed, to student-loan guarantee agencies.

The U.S. House Committee on Education and the Workforce made several changes to the Bush administration proposal in the bill—HR 609, the College Access and Opportunity Act of 2005—before sending it on to the full House on July 22, 2005.

Among the changes made in HR 609 are an increase to the proposed limit for receiving Pell Grants to 18 semesters from the Bush Administration's 16 semesters as well as a gradual phase-out of part of the formula that determines how the government divides funds among the College Work-Study, Perkins Loans, and Supplemental Educational Opportunity Grants programs.

To read more about HR 609, see <http://www.nasfaa.org/publications/2005/GCEWFinalBill072505.html> and <http://chronicle.com/>. (*The Chronicle of Higher Education* articles will require a password.) You may view the bill and related amendments at <http://thomas.loc.gov/cgi-bin/query/z?c109:H.R.609>:

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# Welcome

## New Vice Presidents Take Reigns at Montreat

Montreat College School of Professional and Adult Studies named **David E. Walters** the Vice President for Adult Programs and Special Services and **Deborah Wright** the Associate Vice President for Adult Programs and Special Services.

The School of Professional and Adult Studies program will play a great role in the future as a vital component of the College's new strategic plan. Along with aggressive growth goals, Dave and Deborah will be responsible for auxiliary programs and services. They began their new duties July 1, 2005.

Dave Walters was formerly Assistant Professor of Business and Chair of the Business and CIS Department. He has been with Montreat since 1993 and has served the College in many capacities since his arrival. Dave and his wife, Jamie, were college sweethearts at Montreat-Anderson College and graduated in 1969. Dave and Jamie live in Marion, NC.

Deborah Wright was formerly the Charlotte Regional Director for the School of Professional and Adult Studies. She has been involved with the adult program in some capacity since its initial start-up, including teaching in the program, which she has done since 1996. Deborah has a 9-year-old daughter who sometimes shares an office with her in Charlotte and has been known to run the campus in her mother's absence. Deborah and Alexandria live in Charlotte, NC.

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## Cornerstone Announces New Hires

Cornerstone University's Professional and Graduate Studies (PGS) Division welcomes several staff members.

- **Scott Barger** has been hired as the Director of Program and Leadership Development for PGS and will direct a new effort that Cornerstone has launched to train, equip, and empower business and ministry leaders through non-credit/non-degree educational programs, seminars, training and workshops, consulting services, and other events. Scott recently served as the President and CEO of Maranatha Bible and Missionary Conference.
- **Robert VanderZwaag** has been hired as the Director of Education Programs, where he will work with PGS to develop new education programs and help with the hiring of faculty to write and teach courses. Robert had retired from the Zeeland Public Schools as a school principal.
- **Michele White** has joined PGS as Special Appointment Faculty of General Studies and will represent Region II on the PGS Faculty Development Council, which plans faculty development workshops, new faculty orientation, peer review and mentoring programs, and other professional development opportunities for the PGS adjunct faculty. Michele has been teaching for Cornerstone since January 2004.
- Effective July 1, 2005, PGS began ordering its own textbooks for students. **Rachel Amon**, a recent Cornerstone graduate, is the new Educational Resource Coordinator. She is responsible for the purchasing and inventory of textbooks and certain supplemental materials for all PGS sites in Michigan.

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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 December 2005 issue to do so by November 15, 2005. 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 other CAAHE services.

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## Editorial Staff

**Dr. Sue Murphey Salter ..... CAAHE Executive Director**

**Carrie Powell ..... Assistant Editor**

Thank you to the following individuals who contributed article information for the August 2005 issue of the *CAAHE News*: Marina Aguilar, Mark Alexander, Rose Baas, Robert Barnes, Dr. Mike Bonner, Tanya Brieger, Dr. Sharon Drury, Dr. Joshua Fischer, Craig Heimburger, Sharon Jehlen, Erika Johnson, Bernard (Butch) Jones, Tressa Kleinendorst, Maxine Nelson, Bradford Sample, Chris Saulnier, Dr. Robert Simpson, Tom Sullivan, Dr. Cynthia Tweedell, Kristen Vedder, and Dr. Michele Willingham.

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