

**STATE OF WISCONSIN  
EDUCATIONAL APPROVAL BOARD MEETING**

June 15, 2010  
10:30 a.m.

8<sup>th</sup> Floor Board Room  
30 W. Mifflin Street  
Madison, WI

**AGENDA**

Call to Order

Roll Call

Approval of Minutes – March 10, 2010 – ACTION (Tab 1)

- Board Chair's Remarks
- Public Comment<sup>1</sup>
- Board Status Report – Information (Tab 2)
- School Approval Issues – ACTION (Tab 3)
- 2011-13 Biennial Budget – ACTION (Tab 4)
- Closed Session<sup>2</sup> – ACTION (Tab 5)
  - ~Executive Secretary Performance & Compensation – ACTION (Tab 6)
- Reconvene in Open Session
- Executive Secretary Performance & Compensation – ACTION (Tab 7)

Adjournment

**NEXT MEETING – TUESDAY, JUNE 15, 2010**

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<sup>1</sup> Members of the public are invited to address the Board regarding any item on the agenda or item of interest that is not on the agenda. The Board cannot legally take action on any item not scheduled on the agenda. Such items may be referred for administrative action or scheduled on a future agenda. Persons wishing to address the Board must note their intent on the meeting sign-in sheet. Comments will generally be limited to five minutes per speaker; however, a shorter limit may be declared by the Chair if there are a large number of persons wishing to speak. A total of fifteen minutes shall be devoted to public comments.

<sup>2</sup> A motion will be entertained to hold a closed session under s.19.85(1)(c), *Wis. Stats.*, to consider the performance and compensation of the executive secretary in accordance with s.38.50(5), *Wis. Stats.*



# EDUCATIONAL APPROVAL BOARD MEETING

Wednesday, March 10, 2010  
10:30 a.m.

2<sup>nd</sup> Floor Education Center  
30 West Mifflin Street  
Madison, WI

**Members Present:** Christy L. Brown, Michael Cooney, Terry Craney, Joe Heim, Jo Oyama-Miller, Rick Raemisch, and Monica Williams

**Members Absent:** None

**Others Present:** David Dies and Blanca James, EAB; Brock Vander Velden, Globe University - Middleton; Rocky Klitzke, Globe University - Madison; Fritz Oppenlander, Upper Iowa University; Mike Rogowski, Whyte Hirschboeck Dudek SC

The chair of the Educational Approval Board (EAB), Michael Cooney, called the meeting to order at 10:31 a.m. A motion (Raemisch, Oyama-Miller) to approve the December 16, 2009 board meeting minutes with changes was adopted unanimously. On page 2 in the fifth sentence under the Renewal Fee Multiplier item, *Christy* was changed to *Brown*.

Ms. Brown arrived at 10:38 a.m.

## **BOARD CHAIR'S REPORT**

Mr. Cooney reported on several meetings he attended. He noted that in June the board will be evaluating the executive secretary. He directed the board members to submit any suggestions, procedures, or instruments that the board may want to use for this year's evaluation to the chair. The executive committee will review the suggestions and information, as empowered by previous action, and prepare a recommendation.

## **OFFICER ELECTIONS**

Mr. Cooney noted that state law requires the board to elect officers at its first meeting of the year. Officers consist of a chairperson, a vice-chairperson, and a secretary. Mr. Cooney entertained nominations for secretary. Mr. Craney nominated Joseph Heim. Mr. Heim accepted the nomination and was elected unanimously. Mr. Cooney entertained nominations for vice-chairperson. Mr. Raemisch nominated Monica Williams. Ms. Williams accepted the nomination and was elected unanimously. Mr. Cooney relinquished the chair to Ms. Williams who entertained nominations for chairperson. Mr. Heim nominated Michael Cooney. Mr. Cooney accepted the nomination and was elected unanimously. Ms. Williams relinquished the chair to Mr. Cooney.

## **PUBLIC COMMENT**

Audience members introduced themselves without comments.

## **BOARD STATUS REPORT**

Mr. Dies highlighted the following items provided to board members in their materials.

### *Involvement in Postsecondary Education Policy Decisions*

Mr. Dies noted two legislative proposals – Education Tax Credit and Massage Therapy practice protection – stand a chance to pass and be signed into law. He explained the implications of each proposal. Mr. Dies also referenced information contained in the board materials about the EAB’s involvement with the U.S. Department of Education (ED) negotiated rulemaking committee on Program Integrity issues.

### *Positive Working Relationships and Alliances*

Mr. Dies indicated that the Department of Regulation and Licensing (DRL) has expressed interest in the EAB assuming responsibility for cosmetology school oversight. The EAB attended a meeting with the cosmetology schools hosted by DRL to share information about the EAB and its approval process. The presentation, information, and discussion about the meeting are provided in the board materials. Mr. Dies discussed the implications that adding cosmetology school oversight would mean to the EAB and said the EAB could not take on the responsibility without additional position and expenditure authority.

### *Consumer Protection*

It was reported that legislation regarding diploma mills was being considered in both houses, although the Senate Bill was moving more quickly, needing only concurrence by the Assembly. Mr. Dies believes the bill will get to the floor of the Assembly in mid-April. A copy of the Senate version of the bill and the EAB’s testimony at the public hearing was included with the board material.

### *Operational/Administrative Procedures and Policies*

The EAB is currently in the process of filling the vacant school administration consultant position. He noted that a timeline is not available, but hopes to have the exam questions finalized and a rating matrix in place so that an announcement can be made in the early part of April. He expects to hire sometime during the summer.

## **SCHOOL APPROVAL ISSUES**

Mr. Cooney and Mr. Dies gave an update on the closure of ComputerTraining.edu. Mr. Dies indicated that New Horizons of Wisconsin agreed to teach-out the 26 students from Wisconsin affected by the closing and noted that the student protection fund would be affected by \$50,000.

Additional updates about Fielding Graduate University and Everest College were provided to board members. Summaries for each were provided in the board materials.

A motion (Oyama-Miller, Williams) to approve items A through I of the School Activity Report for the period of December 11, 2009, through March 2, 2010, was approved unanimously.

## **2011-13 BIENNIAL BUDGET**

Mr. Dies reported that when the multiplier was set for F 10 and FY 11, the EAB assumed it would not be expected to actually lapse the \$55,100 associated with the amount its expenditure budget had been reduced. Because the EAB will now be expected to lapse these funds, the revenue generated from the second payment school renewal will not be sufficient. However, due to the higher-than-anticipated fees from new school applications, it does not appear a fee adjustment will be necessary.

Mr. Dies summarized information regarding the 2011-2013 biennial budget and indicated that action items will be presented at the June meeting.

Jo Oyama-Miller left at 12:05 p.m. and Rick Raemisch at 12:07 p.m.

## **ADJOURNMENT**

A motion (Craney, Heim) to adjourn was unanimously approved at 12:20 p.m.



# EDUCATIONAL APPROVAL BOARD

## BOARD MEETING

JUNE 15, 2010

### BOARD STATUS REPORT

#### INVOLVEMENT IN POSTSECONDARY EDUCATION POLICY DECISIONS

- Legislative Proposals

The Wisconsin Legislature concluded its 2009-11 biennial session in late-April, but not before passing several bills of interest to the Educational Approval Board (EAB) and the schools it approves. Two of the bills that were signed into law by the Governor are discussed below. Both bills were included in the EAB's 2009-11 legislative agenda and actively supported because they will better protect and aid state consumers.

*Education Tax Credit (2009 Wisconsin Act 265)*

Included in a comprehensive legislative jobs initiative aimed at growing Wisconsin's economy is a tax credit for businesses equal to 25% of the tuition paid for an individual who attends a "qualified postsecondary institution." The credit is increased to 30% if the individual is enrolled in a program that relates to a projected worker shortage in the state.

A "qualified postsecondary institution" as defined under the new law includes schools approved by the EAB (if the delivery of education occurs in the state), UW System and technical college system institutions, and non-profit four-year colleges and universities.

Due to cost concerns associated with the credit, the legislature amended it to limit eligibility to those individuals who qualify for federal Pell grant funding. The effect of this change means the tax credit generally will not be available to those businesses that have adult learners enrolled in non-degree programs.

Given the significant (and disproportionate) number of economically disadvantaged students attending for-profit institutions, combined with the fact that the majority of degree-granting EAB-approved schools currently have employment advisory committees comprised of business leaders from their communities, it seems EAB-approved schools are well-positioned to work with employers to take advantage of this new tax credit.

*Massage Therapy (2009 Wisconsin Act 355)*

The EAB currently oversees 16 massage therapy schools that provide training to more than 900 students annually. Those students who successfully complete their training and pass a national exam become certified with the Department of Regulation and Licensing (DRL) as massage therapists.

Unfortunately, existing law only protects the use of the “massage therapist” title, not the practice of massage therapy. As a result, anyone can practice massage therapy as long as they call themselves something other than a “massage therapist,” such as a “massage technician” or “massage practitioner,” with no education, training or accountability.

Under the provisions contained in the new law, any individual practicing massage therapy will be required to have appropriate education and training, demonstrate their competence through testing, secure malpractice and liability insurance, and adhere strictly to a professional code of ethics.

These changes were supported by the EAB because they provide better protection to the general public, improves the standards for the massage therapy profession, and offers massage therapy students a defined career path with clear legal and ethical standards. Ultimately, the new law means consumers will have a basic assurance that a massage therapist is a qualified and ethical health care provider.

Over the coming months, the EAB will be working with officials from the DRL and the massage therapy schools related to the program changes that will be necessary to comply with the new law.

- Legislative Council Study Committee

The Legislative Council (LC) is one of five “nonpartisan” legislative service agencies of the Wisconsin Legislature. One of its purposes is to conduct studies of matters concerning to the Legislature, either during or between legislative sessions, and to report its recommendations to the next general (or special) session. To conduct these studies, the LC appoints subcommittees "consisting of members of the legislature and such citizens having special knowledge on a particular subject as the council may determine..."

Among the list of committees that were approved for the 2010 session interim that will meet beginning either late summer or early fall was a special committee on Review of Higher Education Financial Aid Programs. The committee is chaired by Representative Joan Ballweg. Senator Fred Risser is the committee vice-chair. Other members are expected to will be named sometime in July.

The special committee is directed to review current laws relating to financial aid for higher education in order to improve student access to higher education, maximize utilization of higher education resources, and retain qualified graduates in Wisconsin. Policies for review may include: (a) the Wisconsin Covenant; (b) loan forgiveness programs; (c) Wisconsin/Minnesota tuition reciprocity; (d) academic excellence scholarships; and (e) need-based grants and loans.

The EAB executive secretary was invited by the chair of the special committee to meet with her on June 1 to gain a better understanding of the types of students being served by the for-profit schools approved by the EAB.

## **POSITIVE WORKING RELATIONSHIPS AND ALLIANCES**

- **Wisconsin Technical College District Boards Association**

On April 30, 2010 the EAB executive secretary gave a presentation to members of the Wisconsin Technical College District Boards Association (WTCDBA) about the EAB's regulatory role in overseeing the for-profit sector of postsecondary education. A copy of the presentation is attached. As a member of the Madison [Area Technical] College board, Jo Oyama-Miller of the EAB board was in attendance.

Earlier this year, an individual associated with the Milwaukee Area Technical College and a member of the Wisconsin Technical College System Board (WTCSB) expressed concern about several new for-profit sector institutions entering the Milwaukee-area. In letters to the editor of the *Milwaukee Journal Sentinel*, postings to a web blog, and a presentation to the WTCSB, the individual has been very critical of all for-profit schools, going as far as calling them diploma mills.

To address some of the misinformation and educate members of the technical college district boards, WTCDBA staff developed a for-profit sector informational session and invited the EAB to talk about its approval of institutions prior to them being able to operate in the state.

- **Department of Public Instruction**

In early May, the EAB was contacted by Richard Grobschmidt, the Assistant State Superintendent for Division for Libraries, Technology, and Community Learning at the Department of Public Instruction (DPI), about the way students attending the for-profit degree-granting postsecondary institutions can be tracked as part of a statewide student longitudinal data system.

- **Wisconsin Council for Independent Education**

On April 20, the EAB executive secretary spoke to group of students and school officials from the EAB-approved schools that are members of the Wisconsin Council for Independent Education (WCIE). Although WCIE has not been as active legislatively as similar associations in other states, it is attempting to raise awareness among legislators about the role for-profit sector institutions play in higher education.

- **Wisconsin Association of Independent College and Universities**

In May, the EAB worked with WAICU officials to have one of their member-institutions remove information from their website and in radio advertisements claiming EAB to be approved by the EAB. It is unclear as to how this mistake was made, but it may have been tied to approval from the State Approving Agency (SAA) for GI Bill benefits, which prior to 2001 was part of the EAB.

## **CONSUMER PROTECTION**

- **Diploma Mills (2009 Wisconsin Act 300)**

Until now, there was little the EAB or the state could do when it came across a diploma or degree mill – a bogus operation that makes money by manufacturing and selling false academic credentials – or an entity using a name that is clearly intended to mislead consumers. Nor could the EAB or the state do anything about an individual claiming to hold a credential from a diploma or degree mill, usually in attempt to get a job or an increase in their salary.

Under provisions of the newly enacted law, it is now a crime for a person to manufacture or issue a “false academic credential,” or for a person who knowingly uses or claims to have a “false academic credential.” At the same time, the new law protects the use of the terms “college,” “university,” “state” and “Wisconsin” in the name of a postsecondary school.

Only postsecondary institutions granted accreditation from an accreditor recognized by the U.S. Secretary of Education will be permitted to use the terms “college” or “university” after the effective date of the new law. In addition, the terms “state” and “Wisconsin” can only be used if they do not mislead the public into believing that the school is affiliated with either the UW or technical college systems.

In addition to allowing the state to crack down on such abuses, the new law will help give consumers confidence in our both our educational institutions that operate in the state and the credentials that they provide. Moreover, while there are some individuals who (mistakenly) believe for-profit schools are diploma mills, this bill clearly separates the wheat from the chaff by clearly defining what it means to be a diploma mill.

A copy of the new law is attached.

## **POSTSECONDARY EDUCATIONAL CHOICES (PUBLIC AWARENESS & UNDERSTANDING)**

- **Media Coverage**

The media’s interest in the closure of ComputerTraining.edu remains high. In late-March a reporter from *The Baltimore Sun* contacted the EAB because he had heard about how quickly Wisconsin was able to arrange a teach-out for students affected by the closure. A copy of the story is attached.

As president of the National Association of State Administrators and Supervisors of Private Schools (NASASPS), the EAB executive secretary arranged to have the deputy undersecretary for the U.S. Department of Education speak at the annual NASASPS conference. The deputy undersecretary’s presentation generated significant attention from Wall Street and the higher education media, and the executive secretary was interviewed by several national news organizations, including *Inside Higher Education* and *Bloomberg News* (see attached).

## **OPERATIONAL / ADMINISTRATIVE PROCEDURES AND POLICIES**

### *Personnel*

- After months of preparation, the EAB announced the school administration consultant position vacancy in early April. Interested persons were required to respond to a series of achievement history questionnaire exam questions. The exam questions were rated by a panel of Subject Matter Experts (SMEs) and the top 10 candidates with a passing score were invited to a personal interview. The interview panel identified four (4) candidates that were invited to participate in a second interview. Following the second round of interviews, Zachary Galin accepted an offer to hire from the EAB. Mr. Galin is currently a middle-school teacher in New York City and will start on July 6.

### *Fiscal*

- An overview of the EAB's monthly revenues and expenditures is provided on the attached spreadsheet and corresponding graphs. Due to the large number of new school and program applications approved during the year, revenues are significantly higher than previous years.
- Over the next few weeks the EAB will be working with WTCSB staff to make year-end adjustments necessary to lapse the \$55,100 as a result of the cuts imposed because of the state budget deficit. Given the higher than anticipated one-time/fixed fee revenues from new school and program approvals combined with lower than anticipated expenditures due to the position vacancy, the required lapse will not present a problem for the EAB.

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## State of Wisconsin Educational Approval Board

David Dies  
Executive Secretary

April 30, 2010

## Educational Approval Board Presentation Summary

- Statutory Purpose
- Postsecondary Education Oversight
- Agency Overview
- School & Program Approval
- Annual Renewal Process
- School Visits
- Student Complaints
- Question & Answers

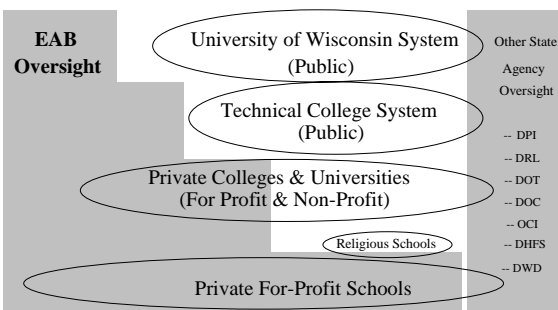
## Educational Approval Board Statutory Purpose

- The EAB is an independent state agency that is responsible for protecting Wisconsin consumers by regulating for-profit and certain non-profit postsecondary schools, colleges and universities.

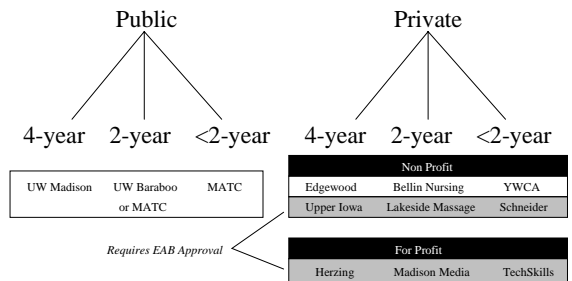
## Educational Approval Board Statutory Exemptions

- **Public Colleges and Universities**
  - UW System Colleges & Universities / Wisconsin Technical Colleges
- **Schools (Similarly) Regulated by other State Agencies**
  - Cosmetology & Barbering / Certified Nurse Assistants
- **In-state Nonprofit Colleges**
  - Schools exempt from taxation under section 501 of the IRS code and either were incorporated in this state prior to January 1, 1992, or had their administrative headquarters and principal place of business in this state prior to 1970.
- **Religious Schools**
  - Schools of a parochial or denominational character offering programs having a sectarian objective.
- **Avocational Schools**
  - Schools offering instruction that is recreational in nature and does not lead to a vocational objective.

## Educational Approval Board Oversight of Postsecondary Education



## Educational Approval Board Overview of Postsecondary Education



## Educational Approval Board Agency Overview

- The Board consists of no more than seven members appointed by the Governor.
- Members are representatives of state agencies and others with a demonstrated interest in educational programs.

## Educational Approval Board Staffing

- Board employs an Executive Secretary and other staff.
- EAB currently employs 5.0 FTE
  - 1.0 FTE Executive Secretary
  - 3.0 FTE School Administration Consultants
  - 1.0 FTE Operations Program Associate

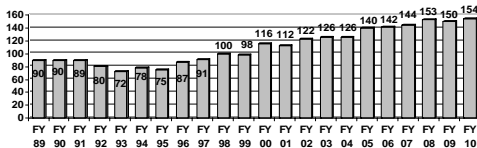
## Educational Approval Board Funding

- FY 10 Operating Budget -- \$497,600 PR
- No GPR / 100% Program Revenue
- Revenues from fees imposed on schools.

## Educational Approval Board Scope of Oversight

- The EAB currently regulates 157 schools, colleges, and universities.
- Annually, those institutions serve 52,000+ students in 800 or so degree & non-degree programs.

## Educational Approval Board Number of Schools



## Educational Approval Board Types of Approved Schools

### Non-Degree Programs

- ▶ Accounting
- ▶ Allied Health
- ▶ Auto Maintenance
- ▶ Bartending
- ▶ Broadcasting
- ▶ Electronics
- ▶ HVAC
- ▶ Heavy Equipment
- ▶ Insurance
- ▶ IT/Computers
- ▶ Massage Therapy
- ▶ Office/Clerical
- ▶ Taxidermy
- ▶ Truck Driving / CDL
- ▶ Veterinary Assisting
- ▶ Yoga

### Degree Programs

- ▶ Business Administration
- ▶ Criminal Justice
- ▶ Drafting & Design
- ▶ Engineering
- ▶ Education
- ▶ Health Administration
- ▶ Homeland Security
- ▶ Human Services
- ▶ Information Systems
- ▶ Leadership
- ▶ Liberal Arts
- ▶ Management
- ▶ Nursing
- ▶ Organizational Management
- ▶ Psychology
- ▶ Social Sciences

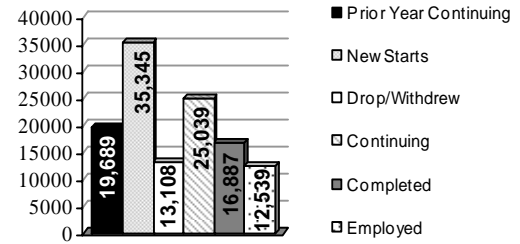
## Educational Approval Board Types of Approved Programs

Non-Degree Programs      Degree Programs

- ▶ Program Completion
- ▶ Diploma
- ▶ Certification
- ▶ Associates
- ▶ Bachelors
- ▶ Masters
- ▶ PhD

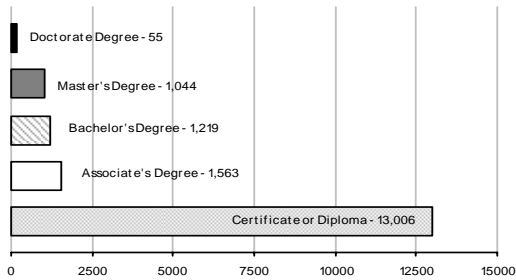
## Educational Approval Board Student Outcomes

2008-09 Reporting Year



## Educational Approval Board Credential Earned

2008-09 Reporting Year



## Educational Approval Board Responsibilities

- Protecting Students (proactive vs. reactive)
  - Ensure Educational Quality
- Methods
  - Curriculum Assessment
  - Instructor Qualifications
  - Financial Stability
  - Administrative Capability
  - Student Outcome Reporting

## Educational Approval Board Responsibilities

- Protecting Students (proactive vs. reactive)
  - Quality Educational Opportunities
- Methods
  - Disseminate Information
    - Website / Directory / Newsletter
  - Policy Development
    - Diploma Mills
    - Massage Therapy Licensure
    - Education Tax Credit

## Educational Approval Board New School and Program Approval

- School
  - Adequate Facilities
  - Fiscal Stability
    - Surety Bond & Financial Statements
  - Administrator Qualifications
  - Enrollment Agreement
  - Refund Policy
  - Advertising
- Program
  - Quality / Content / Length
  - Instructor Qualifications

## Educational Approval Board Annual Renewal

- Student Outcomes
  - Inputs & Outputs
  - Employment
  - Satisfaction
- Financial Statements
- Institutional Plan

## Educational Approval Board School Visits

- Types
  - Comprehensive / Annual / New School / Other
- Comprehensive
  - 3-year cycle (accredited accommodations)
- Compliance & Institutional Assessment
  - Aligned with Accreditation Standards

## Educational Approval Board Student Complaints

- Written Complaint Filed w/ EAB
  - School Complaint Process Followed?
- Investigation
  - School Response
- Mediate Resolution Based on Facts

## Educational Approval Board School Closing & Records

- School Closures
  - Teach-outs / Refunds
- List of Closed Schools
- Records in EAB's Possession
- Transcripts

## Educational Approval Board Agency Information

**Website:** <http://eab.state.wi.us>

**Email:** [eabmail@eab.state.wi.us](mailto:eabmail@eab.state.wi.us)

**Phone:** (608) 266-1996

**Fax:** (608) 264-8477

**Location:** 30 W. Mifflin St., 9th Floor Madison, WI 53703

**Statutory Authority:** s.38.50 Wis. Stats.

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TRADITIONAL UNDERGRADUATE PROGRAM

EVENING UNDERGRADUATE & GRADUATE

ALUMNI RELATIONS

GIVING TO LAKELAND

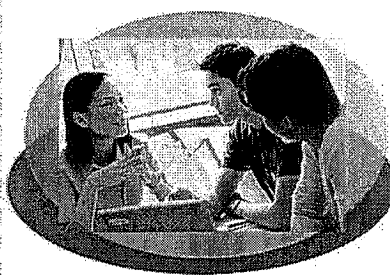
ABOUT LAKELAND

Evening Undergraduate and Graduate - Academics

## Master of Arts in Counseling

The Master of Arts in Counseling (M.A.C.) degree is a 42 semester-hour program designed to provide highly trained and caring professionals for PK-12 School Counseling, Community Counseling, and/or Higher Education settings. The program consists of core courses which provide each student with the basic knowledge and skills necessary to perform effectively in any of the three emphases. Each student will also receive specialized training in his or her area of emphasis by experienced faculty.

The culminating educational experience for all students includes one 3-semester-hour Field Work experience and two 5 semester-hour Practicum experiences which provide hands-on opportunities for application of knowledge and skills.



Master of Arts in Counseling

[Admission Requirements](#)  
[Degree Requirements](#)

The Lakeland College Master of Arts in Counseling degree is approved by the Wisconsin Department of Public Instruction, approved by the Wisconsin Educational Approval Board, and is fully accredited by the North Central Association of Colleges and Schools.

### Availability

The Master of Arts in Counseling (M.A.C.) graduate degree is currently offered at the following Lakeland College Kellett School Campus Locations:

- [Central Wisconsin Campus](#)
- [Chippewa Valley Campus](#)
- [Fox Cities Campus](#)
- [Green Bay Campus](#)
- [Madison Campus](#)
- [Milwaukee Campus](#)
- [Sheboygan Campus](#)

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MUSKIE ATHLETICS

EMPLOYMENT OPPORTUNITIES

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# State of Wisconsin



2009 Senate Bill 431

Date of enactment: **May 12, 2010**  
Date of publication\*: **May 26, 2010**

## 2009 WISCONSIN ACT 300

**AN ACT** to amend 20.292 (2) (g) and 38.50 (7) (g); and to create 38.50 (12), 38.50 (13) and 111.335 (1) (cx) of the statutes; relating to: the use of the terms college, university, state, and Wisconsin; the issuing, manufacture, or use of a false academic credential; the false use of a legitimate academic credential; making an appropriation; and providing a penalty.

*The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:*

**SECTION 1.** 20.292 (2) (g) of the statutes is amended to read:

20.292 (2) (g) *Proprietary school programs.* The amounts in the schedule for the examination and approval of proprietary school programs. Ninety percent of all moneys received from the issuance of solicitor's permits under s. 38.50 (8) and from the fees under s. 38.50 (10) and all moneys received from the fees under s. 38.50 (13) (d) shall be credited to this appropriation account.

**SECTION 2.** 38.50 (7) (g) of the statutes is amended to read:

38.50 (7) (g) Approve courses of instruction, schools, changes of ownership or control of schools, and teaching locations meeting the requirements and standards established by the board and complying with rules promulgated by the board and publish a list of the schools and courses of instruction approved and a list of the schools that are authorized to use the term "college," "university," "state," or "Wisconsin" in their names; and make those lists of the schools available on the board's Internet site.

**SECTION 3.** 38.50 (12) of the statutes is created to read:

38.50 (12) **USE OF CERTAIN TERMS PROHIBITED.** (a) No person that holds itself out to the public in any way as a legitimate institution of higher education may use the term "college" or "university" in the person's name unless the person provides an educational program for which the person awards an associate or higher degree and the person has accreditation recognized by the U.S. secretary of education, has the foreign equivalent of that accreditation, as determined by the board, or has accreditation recognized by the Council for Higher Education Accreditation. This paragraph does not apply to any of the following:

1. A school that was doing business in this state with the approval of the board prior to the effective date of this subdivision .... [LRB inserts date].

2. A person described in sub. (1) (e) 3. to 7. that was doing business in this state prior to the effective date of this subdivision .... [LRB inserts date].

(b) No school, including a school described in sub. (1) (e) 1. to 8., may use the term "state" or "Wisconsin" in its name if the use of that term operates to mislead the public into believing that the school is affiliated with the University of Wisconsin System or the technical college

\* Section 991.11, WISCONSIN STATUTES 2007-08 : Effective date of acts. "Every act and every portion of an act enacted by the legislature over the governor's partial veto which does not expressly prescribe the time when it takes effect shall take effect on the day after its date of publication as designated" by the secretary of state [the date of publication may not be more than 10 working days after the date of enactment].

system, unless the school actually is so affiliated. This paragraph does not apply to a school described in sub. (1) (e) 1. that has accreditation recognized by the U.S. secretary of education, has the foreign equivalent of that accreditation, as determined by the board, or has accreditation recognized by the Council for Higher Education Accreditation.

(c) The attorney general or any district attorney may bring an action in circuit court for the enforcement of this subsection, including bringing an action to restrain by temporary or permanent injunction any violation of par. (a) or (b).

(d) Any person who violates par. (a) or (b) may be required to forfeit not more than \$500. Each day of operation in violation of par. (a) or (b) constitutes a separate offense.

(e) In addition to any other remedies provided by law, a student who attends a school that is in violation of par. (a) or (b) may bring a civil action to recover fees paid to the school, together with costs and disbursements, including reasonable attorney fees.

SECTION 4. 38.50 (13) of the statutes is created to read:

38.50 (13) FALSE ACADEMIC CREDENTIALS. (a) In this subsection:

1. "Academic credential" means a degree, transcript, certificate, or other similar document that indicates the completion of a program, course, or course of instruction leading to, or the earning of academic credit toward, the granting of an associate, baccalaureate, or graduate degree.

2. "Authorized institution of higher education" means an educational institution that meets any of the following requirements:

a. Has accreditation recognized by the U.S. secretary of education; has the foreign equivalent of that accreditation, as determined by the board; or has accreditation recognized by the Council for Higher Education Accreditation.

b. Is approved by the board to operate in this state.

c. Operates in this state and is a school described in sub. (1) (e) 1. to 8.

d. Does not operate in this state, but is licensed or otherwise approved by the appropriate state agency of another state and is an active applicant for accreditation by an accrediting body recognized by the U.S. secretary of education or by the Council for Higher Education Accreditation.

e. Has been found by the board to meet standards of academic quality comparable to those of an educational institution located in the United States that has accreditation recognized by the U.S. secretary of education or by the Council for Higher Education Accreditation to offer credentials of the type and level claimed.

3. "False academic credential" means an academic credential issued or manufactured by a person that is not an authorized institution of higher education.

4. "Legitimate academic credential" means an academic credential issued by an authorized institution of higher education.

(b) Any person who knowingly issues or manufactures a false academic credential is guilty of a Class A misdemeanor.

(c) Any person who knowingly uses a false academic credential, or who falsely claims to have a legitimate academic credential, as follows may be required to forfeit not more than \$1,000:

1. In any communication to a client or to the general public, in connection with any business, trade, profession, or occupation.

2. For the purpose of obtaining a license or other approval required to practice a trade, profession, or occupation.

3. For the purpose of obtaining admission to an authorized institution of higher education.

4. For the purpose of obtaining an employment position with a state agency or with a political subdivision of the state, including an elective or appointive position, whether compensated or not; of obtaining a promotion, transfer, or reassignment from such a position; or of obtaining an increase in compensation or benefits for such a position.

(d) The board may charge a fee for evaluating an educational institution under par. (a) 2. e. in an amount that is sufficient to cover all costs that the board incurs in evaluating the institution. All fees collected by the board under this paragraph shall be credited to the appropriation account under s. 20.292 (2) (g).

SECTION 5. 111.335 (1) (cx) of the statutes is created to read:

111.335 (1) (cx) Notwithstanding s. 111.322, it is not employment discrimination because of conviction record to refuse to employ or license, or to bar or terminate from employment or licensure, any individual who has been convicted of any offense under s. 38.50 (13) (c).

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## Fallout spreads from ComputerTraining collapse

### More than a dozen states involved

Gus G. Sentementes | [gus.sentementes@baltsun.com](mailto:gus.sentementes@baltsun.com)

8:10 AM EDT, March 24, 2010

Four months after Hunt Valley-based ComputerTraining.edu abruptly closed its 25 campuses, the widespread fallout from the for-profit trade school's collapse is rippling across more than a dozen states where it operated.

Maryland and several other states are tapping insurance pools and bonds to reimburse millions of dollars to nearly 1,000 students who lost their tuition - which in turn could trigger higher fees for other career schools that pay into state-run tuition recovery funds. And Pennsylvania is suing the defunct ComputerTraining.edu to recover more than \$1 million for its students.

The collapse also left scores of employees without paychecks and has pushed the owner, David L. Rau, close to personal bankruptcy and into waging a legal battle with his bank. The school's main lender, BB&T, filed a lawsuit seeking to recoup a \$1.5 million loan from the school and Rau.

"The bank says one thing, the school says another, and we're dealing with the aftermath," said L. Leslie Bennett Jr., associate director for career education at the Maryland Higher Education Commission, the agency that oversees for-profit trade schools in the state.

The fall of ComputerTraining.edu stunned industry observers and state officials, who saw the 17-year-old company as a stable institution with a good record for its students.

"Most times when you have a catastrophic closure, it isn't someone who's been running for nearly 20 years; it's usually a start-up," said David Dies, executive secretary of the Wisconsin Educational Approval Board, which is trying to help 26 students affected by the school's closing of its Milwaukee branch.

Rau said the company was a victim of the tightened credit market, as private loans for tuition were cut by more than half for students at his school. That likely prompted the bank to take action, Rau said. But he said the school would have been able to pay back BB&T if it had allowed the campuses to remain open and finish teaching students who did get loans.

Rau said he soon plans to file for bankruptcy while he tries to sell his home in St. Petersburg, Fla., for \$18 million. He also blamed a BB&T loan officer who he said unnecessarily revoked a credit line used for the company's operations, which forced the school to shut down quickly.

"If I was trying to steal people's money, I wouldn't be leveraging my house and taking out mortgages," Rau said, responding to Internet rumors about his motives. "I put every dime I had into the company. Our house has always been used as collateral to fund our business."

A BB&T spokeswoman said in an e-mail late Tuesday that Rau's claims are "completely unsupported."

"BB&T will do everything it can to defend its employees," said Merrie Betbeze Tolbert, vice president of corporate communications for the bank.

Some former ComputerTraining.edu employees are not sympathetic to the company's management. Employees in Delaware, for instance, are trying to collect paychecks for their last few weeks of work and have complained to that state's labor department.

"It was just a total mess how it was handled, and he [Rau] has to take responsibility," said Chrissy Gagliardino, who worked as an assistant director of admissions at the school's Newark, Del., branch.

The imbroglio between Rau and his lender has caused headaches for officials in several states trying to help students recoup their tuition or find them other computer training programs where they can enroll.

In Maryland, the school's closing was the most serious shutdown among for-profit schools in nearly a decade and could lead to other schools contributing more money to replenish a state-run insurance pool capped at \$1 million.

To cover tuition students paid before the shutdown, Bennett said, the state drew \$540,000 through a letter of credit that ComputerTraining.edu had to file to do business in the state. The state recouped that money first, and plans to draw another estimated \$500,000 from the fund used to reimburse students who lose money to defunct programs. ComputerTraining.edu had more than 100 students in the state.

The pool would have been entirely depleted if the state hadn't tapped the letter of credit. About 175 for-profit schools contribute to the fund.

Education officials in different states are working with students, Sallie Mae and insurance companies to refund tuition or place students in similar programs.

In Pennsylvania, the school was required to post a \$100,000 surety bond for each of its four locations, but the losses to about 150 students could be between \$1 million and \$2 million. And in Ohio, state education officials say the school's closure will take a \$500,000 bite out of a \$1.7 million recovery fund as students seek reimbursement.

"Right now, we're trying to help the students," said John Ware, executive director of the Ohio State Board of Career Colleges and Schools. "Once we get that squared away, we're going to

work with the [Ohio] attorney general to see who we can go after legally."

The decline in lending by Sallie Mae had a serious impact on the school's finances, Rau and others said. In early 2009, the school slashed its tuition in half at many branches, from \$28,000 to \$13,500, for the six-month program.

The drop in tuition corresponded with a decline in loans made to students of the program in 2009. Patricia Christel, a Sallie Mae spokeswoman, said that private loan originations at ComputerTraining.edu decreased 50 percent last year as a result of tighter credit requirements and increased federal student loan limits.

If there were financial problems at the school, they weren't discovered by Maryland's Higher Education Commission, which periodically reviewed the school's performance and finances, or a national accrediting organization that audited the school last year.

"They got very good reviews; they had good placement rates, good graduation rates," said Roger Williams, executive director of the Washington-based Accrediting Council for Continuing Education and Training, which accredited the school in April. "It was a shock they closed their doors."

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## Comparing Higher Ed to Wall Street

April 29, 2010

Whenever worried leaders of for-profit colleges have implied in recent months that the U.S. Education Department is gunning for the institutions, officials of the federal agency have [discouraged such talk](#), offering evenhanded rhetoric about treating all sectors the same in their push for increased accountability.

The words have provided little reassurance to the colleges, since they haven't always seemed to square with [the aggressive approach](#) the Obama administration is taking in rewriting federal rules governing vocational and other programs.

On Wednesday, in a speech to state regulators who oversee for-profit colleges, the chief architect of the Education Department's strategy, Robert Shireman, offered a much more critical assessment of the private sector institutions than he has in his public comments to date, according to accounts given by several people who were in the room. He compared the institutions repeatedly to the Wall Street firms whose behavior led to the financial meltdown and called them out individually, one by one, for the vast and quickly increasing sums of federal student aid money they are drawing down.

While Shireman's comments were aimed most directly at the for-profit colleges themselves, they may be most noteworthy for his indictment of accreditation, higher education's system of institutional peer review. In Shireman's narrative before [the annual meeting](#) of the National Association of State Administrators and Supervisors of Private Schools, the accrediting agencies are to the for-profit colleges what the Wall Street ratings agencies were to the misbehaving financial firms: entities charged with regulating an industry that has grown too quickly and too complex for them to control, and that have an "inherent conflict of interest" because their existence depends on financial contributions from those they regulate.

Accreditors lack the "firepower" to regulate the for-profit sector, and the states and the federal government don't necessarily have all the tools they need to do it either, Shireman said, according to the notes of several in the audience. That, he suggested, is why the Education Department must toughen its rules in the way it is now proposing.

Shireman could not be reached for comment, and an Education Department spokesman said its officials did not wish to comment on this article.

To several people in the audience, Shireman's comments represented a much more candid (and critical) appraisal of the for-profit sector than he has offered publicly since he became deputy under secretary of education [almost exactly a year ago](#). Many supporters of the education companies feared his appointment because they believed

his track record as an advocate for low-income students and a foe of student debt would result in a crackdown on the institutions, whose students are disproportionately needy and disproportionately go into heavy debt to finance their educations.

But with Wall Street analysts hanging on his every word looking for snippets that might threaten the publicly traded companies' stock prices, Shireman has often seemed to go out of his way to avoid singling the institutions out for criticism.

A typical quotation, from last summer: "Our overall goal at the Department of Education in postsecondary education is to make sure that students ... have the information they need to make good choices, and that they have good quality postsecondary education that serves both them as students and taxpayers as well," Shireman said. "...If there is not quality, we want to know about it and if we can, we want to do something about it. Whether that involves a public institution, a nonprofit, a for-profit, a two-year, a four-year, a trade program, whatever type or sector of institution, we want to do all we can to make sure that we have good quality."

### **Different Tone**

In his comments Wednesday, Shireman laid out the context underlying the Obama administration's elevation of higher education as a central focus of its domestic policies. The economic slide created in part by the collapse of the credit markets has sent Americans streaming back to college in record numbers, and has made it more imperative than ever that more Americans get a higher education to strengthen the country's economic base for the future, Shireman said.

The administration has poured tens of billions of dollars into Pell Grants and restructured the federal student loan programs to try to ensure that Americans have access to higher education, Shireman said Wednesday. Many public institutions, facing cuts in their state funding, have had to limit or even cut their enrollments, reducing their ability to meet the increasing demand from students.

The for-profit colleges, by contrast, have stepped up, seeing their enrollments explode -- and with them, the amount of Pell Grant money that follows the students to the institutions, Shireman said. Anyone in the audience from Corinthian Colleges? Shireman asked the assembled audience Wednesday.

A hand went up. The California-based for-profit higher ed company has seen its revenue from Pell Grants grow by 38 percent in the first three quarters of this fiscal year compared to the last one, he said. Anyone from DeVry? Forty-two percent increase, Shireman said. ITT? Strayer? One by one, he ticked through a list of publicly traded companies, pointing out the increasing amounts of federal money the institutions were collecting ("It was like fourth grade, with a teacher scolding students over their grades," said one person who was in the room).

What are taxpayers and students getting in return for that investment? Shireman asked. It has historically been up to the "triad" -- the three-headed regulatory scheme involving the federal government, state governments and accrediting agencies -- to ensure access, quality and integrity in higher education, he said.

But is that regulatory system up to the job? To draw a parallel, Shireman noted that as this meeting was unfolding in St. Paul, politicians back in Washington were debating possible reforms of Wall Street, to try to fix the "flawed" regulatory process that allowed Goldman Sachs and other purveyors of subprime mortgages to engage in misbehavior that helped devastate the economy.

One major reason the process was flawed, Shireman said, was because the bond rating agencies that were supposed to be judging the riskiness of the financial instruments were supported in large part by fees from the companies that were asking the agencies to rate the financial instruments -- "a clear, inherent conflict of interest," Shireman said, according to the accounts of several in the room.

On top of that inherent conflict, the ratings agencies have been struggling to keep tabs on industries that grew quickly and adopted increasingly complex practices, Shireman said, suggesting that the ratings agencies lacked the "firepower" to regulate the financial markets.

In case anyone missed it, Shireman drove his point home, pointing out that higher education accrediting agencies are made up of (and financially supported by) their member colleges, and see it as their mission both to help the institutions "improve" and also to ensure, in what is essentially a subcontract from the federal government, that they are of sufficient quality. They are nonprofit, unlike the ratings agencies, but they are run by the institutions they regulate, in ways that the credit agencies aren't.

The peer review nature of higher education accreditation has an inherent conflict of interest similar to the ratings agencies, Shireman said. Given that, he suggested, it is crucial for state and federal agencies, as the other two parts of the triad, to step up their role in regulating higher education.

But do state regulators think they have the "firepower" to keep tabs on the big, growing and complex private market college sector? Shireman asked the state officials in the room. The response was underwhelming. "I don't think we feel we have the firepower we need," Shireman said, referring to the federal government's own powers, according to members of the audience.

The bottom line of Shireman's talk, he said, was that "federal and state governments cannot rely on accreditors to assure that consumers and taxpayers are protected to full extent that they need to be. All three legs" of the three-legged stool of higher education quality assurance need to be operating effectively, he said.

Shireman went from there into a review of the department's proposed new approaches to ensuring integrity in the financial aid programs, such as requiring most for-profit colleges and non-degree vocational programs at nonprofit colleges to show that they are preparing students for gainful employment.

Several people who heard the speech said they viewed it as a much more strident critique of for-profit colleges, and of higher education accreditation, than Shireman has delivered before. But David Dies, who heads the Wisconsin Educational Approval Board

and just finished a term as president of the national group of state regulators, didn't hear it quite that way.

"I think Bob was explaining why we need state regulation and [Education] Department oversight to be part of this three-legged stool, not just accreditation, and why we all need to work together," said Dies. "He was pointing out some limitations of accreditation, but I didn't really see it" as highly critical of accreditors or for-profit colleges.

— **Doug Lederman**

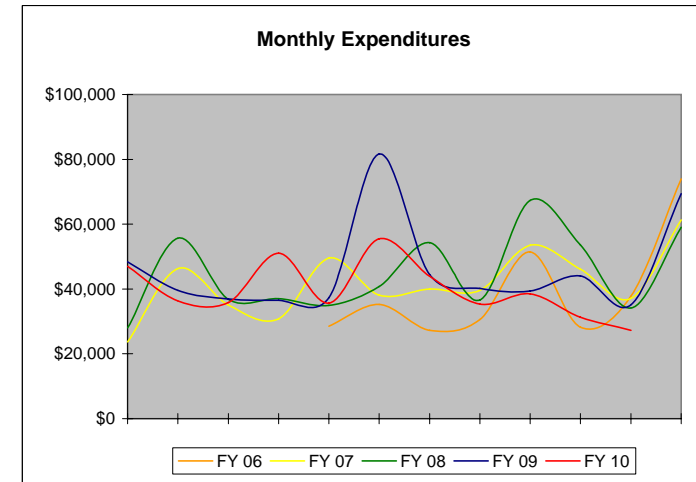
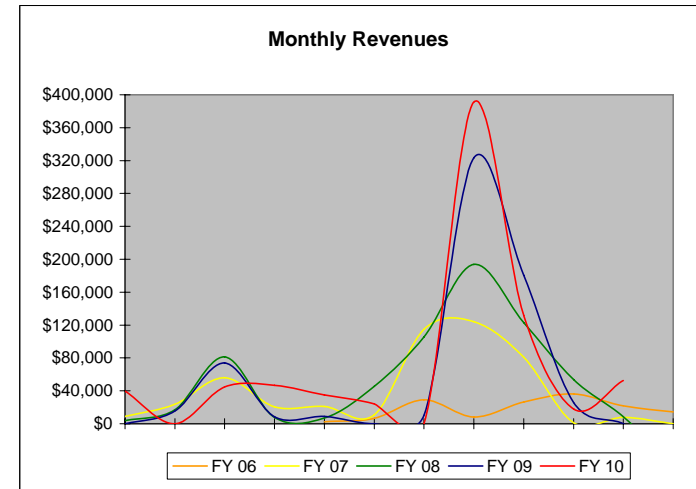
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# Educational Approval Board

## Operating Revenue/Expenditure Tracking

	Revenues	Change	Expenditures	Change		Revenues	Change	Expenditures	Change
FY 06 JUL	Expenditure / Revenue information is not available				FY 10 JUL	39700	39700	47017	47017
AUG	due to the EAB's administrative attachment being				AUG	39700	0	83327	36310
SEP	transferred to the WTCSB from the DVA.				SEP	84424	44724	119155	35828
OCT	146552	<sup>9</sup>	124185	<sup>9</sup>	OCT	131014	46590	170209	51054 <sup>2</sup>
NOV	148902	2350	152693	28508	NOV	166014	35000	205871	35662
DEC	155411	6509	187913	35220	DEC	190099	24085	261399	55528
JAN	184441	29030	215190	27277	JAN	190099	0	305295	43896
FEB	192571	8130	245829	30639	FEB	581070	390971	340627	35332
MAR	219021	26450	297247	51418 <sup>10</sup>	MAR	712474	131404	379173	38547
APR	255313	36292	325518	28271	APR	730411	17937	410466	31293
MAY	277137	21824	363317	37799	MAY	783111	52700	437674	27208
JUN	291607	14470	437223	73906	JUN				
FY 07 JUL	9100	9100	23674	23674	FY 11 JUL				
AUG	32800	23700	69970	46296 <sup>1</sup>	AUG				
SEP	88750	55950	104987	35017	SEP				
OCT	109500	20750	135739	30752	OCT				
NOV	130500	21000	185283	49544	NOV				
DEC	141300	10800	223424	38141	DEC				
JAN	256193	114893	263405	39981	JAN				
FEB	380199	124006	303027	39622	FEB				
MAR	461225	81026	356498	53471 <sup>1</sup>	MAR				
APR	462480	1255	402558	46060 <sup>10</sup>	APR				
MAY	470180	7700	439674	37116	MAY				
JUN	470280	100	501016	61342	JUN				
FY 08 JUL	3800	3800	28077	28077	FY 12 JUL				
AUG	21000	17200	83738	55661 <sup>1</sup>	AUG				
SEP	102300	81300	120608	36870	SEP				
OCT	110150	7850	157642	37034	OCT				
NOV	117150	7000	192604	34962	NOV				
DEC	162850	45700	233332	40728	DEC				
JAN	268487	105637	287666	54334 <sup>1</sup>	JAN				
FEB	462254	193767	324300	36634	FEB				
MAR	585039	122785	391620	67320 <sup>2</sup>	MAR				
APR	638577	53538	445230	53610 <sup>10</sup>	APR				
MAY	647027	8450	479390	34160	MAY				
JUN	598127	-48900	538431	59041 <sup>11</sup>	JUN				
FY 09 <sup>12</sup> JUL	0	0	48343	48343 <sup>1</sup>	FY 13 JUL				
AUG	15710	15710	87889	39546	AUG				
SEP	89490	73780	124812	36923	SEP				
OCT	98070	8580	161351	36540	OCT				
NOV	107130	9060	198637	37286	NOV				
DEC	107130	0	280313	81676 <sup>1,2</sup>	DEC				
JAN	117110	9980	324701	44388 <sup>2</sup>	JAN				
FEB	440371	323261	364840	40139	FEB				
MAR	621055	180684	404273	39432	MAR				
APR	646907	25852	448277	44004	APR				
MAY	646907	0	483373	35097	MAY				
JUN	613188	-33719	552737	69364	JUN				



**Footnotes**

- <sup>1</sup> Three (3) Pay Periods in Month
- <sup>2</sup> Administrative Services Agreement / Rent Payment
- <sup>3</sup> Contract Pay Adjustments
- <sup>4</sup> Only One (1) Payroll Posted in Month
- <sup>5</sup> Reflects Sawyer College Bond Recovery of \$23,837
- <sup>6</sup> Includes Student Protection Fees of \$11,663
- <sup>7</sup> Includes Student Protection Fees of \$20,177
- <sup>8</sup> Includes Student Protection Fees of \$23,906
- <sup>9</sup> Reflects Transferred Revenues & Expenditures
- <sup>10</sup> Includes Directory Costs
- <sup>11</sup> Revenues Reflect SPF Restoration; ~\$10,000 of 235 Expenses are not reflected.
- <sup>12</sup> Beginning w/ FY 09, figures reflect appropriations 220 & 235.

3

# EDUCATIONAL APPROVAL BOARD

## BOARD MEETING

JUNE 15, 2010

### SCHOOL APPROVAL ISSUES

#### SUMMARY

The attached activity report summarizes administrative actions taken by staff since the last board meeting regarding schools subject to Educational Approval Board (EAB) oversight. In addition, this paper provides information about specific schools or school issues that warrant being brought to the attention of board members.

#### DISCUSSION

##### ComputerTraining.edu School Closure

It was previously reported that the EAB was managing the closure of ComputerTraining.edu at Milwaukee, LLC, a nationally recognized and accredited computer training company that ceased operations at the end of December. The EAB arranged to have the 26 students attending the school at the time of closure taught-out by New Horizons of Wisconsin.

To cover the cost associated with the teach-out, the EAB used \$64,860 from its student protection fund, along with \$25,000 that it recovered from a claim on the surety bond. Although no student paid more than they originally agreed to pay to now closed ComputerTraining.edu, some students participating in the teach-out had undisbursed student loans through Sallie Mae, which consented to release the funds under the terms of their original loan. Those funds totaled roughly \$25,000 and were also made available as part of the teach-out to New Horizons.

The EAB has been monitoring the progress of students participating in the teach-out. As of late May, all the students have remained engaged with their respective program and overall attendance has been very good. The following summarizes the expected completion date for each program.

- CSA track students: Expected finish in mid- to late-June
- Skill Builder students: Expected finish late June to mid-July
- Server 2008 class: Expected finish in mid-July

Recently, the EAB requested the Department of Justice to look into the possibility of recovering student protection funding used to arrange the teach-out, either by filing a claim in any bankruptcy proceeding that may ensue or by joining a class action civil suit that has been filed in the U.S. District Court (see attached).

#### RECOMMENDATION

EAB staff recommends the board approve items "A" through "I" of the attached school activity report.

## EDUCATIONAL APPROVAL BOARD

### ADMINISTRATIVE ACTIONS REPORT

March 2, 2010 through June 8, 2010

This report describes the activities that EAB staff performed in response to the board's oversight role under s.38.50, *Wis. Stats.*

### SCHOOL ACTIONS

#### **A. *New School Approval:***

- A.D. Banker & Company, LLC, Overland Park, KS  
The school provides the education needed to help pass the Wisconsin state insurance licensing exams for Life & Health and Property & Casualty. The courses are provided in an online, self-study format.
- Art Institute of Wisconsin, Milwaukee, WI  
The school, a degree-granting, accredited institution, educates and trains design, media arts, fashion and culinary professionals. The Art Institute is proud of its tradition of providing graduates the creative and technical skills demanded by today's employers.
- Bloomer School of Reflexology, Bloomer, WI  
The school provides a 450-hour program of classroom study, hands-on training, and self-study, which qualifies graduates to sit for national reflexology certification through the American Reflexology Certification Board.
- Everest College, Milwaukee, WI  
The college is an independent, private, degree and diploma-granting school of Allied Health, Business, Justice and Technical education. The programs emphasizes on hands-on training, are relevant to employers' needs, and focus on areas that offer long-term employment opportunities.
- Globe University - Appleton, Grand Chute, WI  
Its mission is to provide education that enables its graduates to reach their career and life goals by providing knowledge and skills to support immediate employment goals and credentials and provide a foundation for career opportunities.
- Virginia College Online, Birmingham, AL  
The college is a private, proprietary institution of higher education which provides educational opportunities through curricula in business, business-related, administrative, management, technical, medical, and professional programs that are designed to prepare a student for direct entry into the job market or to enhance their chances of advancement within a business hierarchy

#### **B. *New Teaching Location:***

- ITT Technical Institute - Greenfield
  - 6817 West Morgan Avenue, Milwaukee, WI
- National-Louis University
  - Bordini Center, 5 North Systems Drive, Appleton, WI
  - Bridgewood Resort Hotel, 1000 Cameron Way, Neenah, WI
- Rasmussen College
  - Rasmussen College – Blaine, 3629 - 95<sup>th</sup> Avenue NE, Blaine, WI
- Saint Mary's University of Minnesota
  - 420 North Main Street, Adams, WI

**C. School Name Change:**

- Anthem College was High-Tech Institute. The Brookfield college name was changed to Anthem College. No other changes made to their other locations.

**D. Change of Ownership:** None

**E. Denial/Withdrawal/Exemption of Approval:**

- Academy of Ultrasound - Unapproved school advertising on its website indicating a location in De Pere, WI. Following a series of contacts, the school has removed all references indicating a presence in Wisconsin..
- ACE for Professionals, LLC - Ceased operations due to school closure.
- Learning Resources Network (LERN) - Exempt - professional development. - corporate training offered only to Church Mutual employees and at no cost.
- Wisconsin School of Professional Psychology - Exempt - Non-profit incorporated in 1978.

**F. Sanctions/Revocations:** None

**PROGRAM ACTIONS**

**G. New Program Approval:**

- A.D. Banker & Company, LLC
  - Life/Health, 40 Hours
  - Property/Casualty, 40 Hours
- American Home Inspectors
  - Home Energy Audit Certification Course, 40 Hours
- Animal Behavior College, Inc.
  - Dog and Cat Grooming Training, 780 Hours
- Anthem College
  - A.S. – Paralegal (Anthem College Online), 60 Semester Credits
  - A.S. – Accounting Technology (Anthem College Online), 60 Semester Credits
- Art Institute of Wisconsin
  - A.A.S. – Baking & Pastry, 108 Quarter Credits
  - A.A.S. – Culinary Arts, 108 Quarter Credits
  - A.A.S. – Graphic Arts, 108 Quarter Credits
  - B.A. – Advertising, 186 Quarter Credits
  - B.A. – Digital Filmmaking & Video Production, 186 Quarter Credits
  - B.A. – Fashion Marketing, 186 Quarter Credits
  - B.A. – Graph Design, 186 Quarter Credits
  - B.A. – Interior Design, 186 Quarter Credits
  - B.A. – Web Design & Interactive Media, 186 Quarter Credits
- Ashford University
  - B.A. – English, 120 Credits
  - B.A. – Finance, 120 Credits
  - B.A. – Health & Human Services, 120 Credits
  - B.A. – Journalism & Mass Communications, 120 Credits
  - B.A. – Project Management
  - B.A. – Service Management
  - B.A. – Supply Chain Management, 120 Credits
- Bloomer School of Reflexology
  - Foot and hand Reflexology, 450 Hours

- Capella University
  - Master of Health Administration, 60 Quarter Credits
  - Doctor of Health Administration, 92 Quarter Credits
  - Doctor of Nursing Practice, 52 Quarter Credits
- Everest College
  - A.S. – Paralegal, 96 Quarter Credits
  - A.S. – Criminal Justice, 96 Quarter Credits
  - Dental Assistant: Diploma, 47 Quarter Credits / 720 Hours
  - Diploma – Massage Therapy, 55 Quarter Credits / 750 Hours
  - Diploma – Medical Administrative Assistant, 47 Quarter Credits / 720 Hours
  - Diploma – Medical Assistant, 59 Quarter Credits / 880 Hours
  - Diploma – Medical Insurance Billing and Coding, 47 Quarter Credits / 720 Hours
  - Diploma – Pharmacy Technician, 47 Quarter Credits / 720 Hours
- Globe University – Appleton
  - A.A.S. – Accounting & Tax Specialist, 106 Quarter Credits
  - A.A.S. – Business Administration, 93 Quarter Credits
  - A.A.S. – Criminal Justice, 90 Quarter Credits
  - A.A.S. – Information Technology, 90 Quarter Credits
  - A.A.S. – Management Accounting, 90 Quarter Credits
  - A.A.S. – Massage Therapy, 91 Quarter Credits
  - A.A.S. – Medical Administrative Assistant, 90 Quarter Credits
  - A.A.S. – Medical Assistant, 92 Quarter Credits
  - A.A.S. – Paralegal, 98 Quarter Credits
  - A.A.S. – Sales & Marketing, 91 Quarter Credits
  - A.A.S. – Veterinary Technology, 108 Quarter Credits
  - B.S. – Accounting, 180 Quarter Credits
  - B.S. – Business Administration, 180 Quarter Credits
  - B.S. – Business Management (all emphases), 180 Quarter Credits
  - B.S. – Criminal Justice, 180 Quarter Credits
  - B.S. – Health Care Management, 180 Quarter Credits
  - B.S. – Information Technology, 180 Quarter Credits
  - B.S. – Paralegal, 180 Quarter Credits
  - Diploma – Accounting, 57 Quarter Credits
  - Diploma – Business Administrative Assistant, 44 Quarter Credits
  - Diploma – Legal Administrative Assistant, 68 Quarter Credits
  - Diploma – Massage Therapy, 52 Quarter Credits
  - Diploma – Medical Administrative Assistant, 60 Quarter Credits
  - Diploma – Medical Assistant, 68 Quarter Credits
  - M.S. – Management, 54 Quarter Credits
  - Post-Baccalaureate Certificate – Paralegal, 36 Quarter Credits
- Kaplan University
  - A.A.S. – Fire Science, 90 Quarter Credits
  - B.S. – Fire Science, 180 Quarter Credits
  - B.S. – Fire and Emergency Management, 180 Quarter Credits
  - B.S. – International and Comparative Criminal Justice, 180 Quarter Credits
  - B.S. – Criminal Justice Administration and Management, 180 Quarter Credits
  - B.S. – Health Care Administration, 180 Quarter Credits
  - B.S. – Political Science, 180 Quarter Credits
  - M.A. – Teaching (non-certification track only), 40 Quarter Credits

- Master of Public Health, 60 Quarter Credits
- M.S. – Criminal Justice, 55 Quarter Credits
- M.S. – Education, 54 Quarter Credits
- M.S. – Higher Education, 65 Quarter Credits
- Master of Business Administration, 52 Quarter Credits
- M.S. – Management, 56 Quarter Credits
- PC ProSchools, Inc.
  - Help Desk/Network Administration, 900 Hours
- Radio1 Broadcast School
  - Broadcast Advertising Sales, 24 Hours
- Rasmussen College
  - B.S. – Digital Design & Animation, 183 Quarter Hours
  - B.S. – Game & Simulation Programming, 184 Quarter Credits
  - A.A.S. – Surgical Technologist, 97 Quarter Credits
- Sanford-Brown College - Milwaukee
  - A.A.S. – Health Information Management, 96 Quarter Credits
- Virginia College Online
  - A.S. – Accounting Specialist, 96 Quarter Credits
  - A.S. – Administrative Office Management, 96 Quarter Credits
  - A.S. – Criminal Justice, 96 Quarter Credits
  - A.S. – Culinary Arts, 96 Quarter Credits
  - A.S. – Healthcare Reimbursement, 96 Quarter Credits
  - A.S. – Human Resources Management, 96 Quarter Credits
  - A.S. – Medical Office Administration, 96 Quarter Credits
  - A.S. – Paralegal Studies, 96 Quarter Credits
  - B.S. – Business Administration, 188 Quarter Credits
  - B.S. – Criminal Justice, 180 Quarter Credits
  - B.S. – Golf Course Management, 104 Quarter Credits
  - B.S. – Health Services Management, 184 Quarter Credits
  - B.S. – Human Resources Management, 188 Quarter Credits
  - B.S. – Management Information Systems, 180 Quarter Credits
  - B.S. – Network Management, 180 Quarter Credits
  - B.S. – Paralegal Studies, 188 Quarter Credits
  - B.S. – Private Sector Accounting, 180 Quarter Credits
  - Master of Business Administration (M.B.A.), 56 Quarter Credits
  - M.B.A. – Healthcare, 56 Quarter Credits
  - M.B.A. – Management, 56 Quarter Credits
  - M.S. – Criminal Justice, 56 Quarter Credits
  - M.S. – Cybersecurity, 56 Quarter Credits

**H. Revised Program Approval:** None

**I. Program Name Change:** None

### **OTHER ACTIVITY**

**J. Site Visits:**

- Rinehart Taxidermy Institute, Inc., April 14, 2010, Comprehensive

**K. Complaints Handled:**

- *Ward vs. ITT Technical Institute-Greenfield* – school found not guilty of discrimination. ITT’s SAP policy questioned. No further action needed.

- *Hodach vs. Milwaukee Career College* – student acknowledge wrongdoing, agreed to complete an anger management program. Will be allowed to return to school to complete program.
- *Neave vs. PC ProSchools, Inc.* – Student states he is unfairly being asked to pay exam fees ordinarily included in the cost of tuition. School created a waiver describing what the student will get, and what he will not get. Student signed waiver on 3/8/10
- *Robinson vs. Virginia College Online* – student withdrew from school prior to the completion of the 30 day provisional enrollment period. No monies owed the school. No further action needed.

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## State of Wisconsin / Educational Approval Board

30 West Mifflin Street  
P.O. Box 8696  
Madison, Wisconsin 53708-8696  
Phone: (608) 266-1996  
Fax: (608) 264-8477  
EABmail@eab.state.wi.us

*Jim Doyle*  
Governor

*David C. Dies*  
Executive Secretary

*Via Email and Inter-D Mail*

May 25, 2010

Kevin C. Potter, Administrator  
Division of Legal Services  
Wisconsin Department of Justice  
17 W. Main Street  
Madison, WI 53703

Dear Attorney Potter:

During the first few months of this year, the EAB was involved in managing the closure of "ComputerTraining.edu at Milwaukee, WI LLC," a nationally recognized and accredited computer training company that ceased operations at the end of December. The Maryland-based company (a/k/a CTCI Corp.) operated training centers in more than a dozen states, including Wisconsin. The school received initial approval from the EAB in July of 2008 and operated without incident until December 31, 2009 when students received an email notifying them that the company was discontinuing all operations, effective immediately.

In Wisconsin, 26 students were affected by the closure. In accordance with EAB 4.06 (3)(a)3., the EAB arranged to have the students taught-out by another EAB-approved school, New Horizons of Wisconsin. To cover the cost associated with the teach-out, the EAB used \$64,860 from its student protection fund, along with \$25,000 that it recovered from a claim on the surety bond the EAB requires schools to hold.

The EAB is requesting assistance from the Department of Justice to help recover the funds it paid out of its student protection fund appropriation [see s.20.292 (2)(gm)] by making a claim in any bankruptcy proceeding that ultimately may be filed. Although it does not appear the company has filed for bankruptcy, a civil action has been filed in U.S. District Court (see attached). I have also included several pieces of correspondence related to the closure, as well as ownership information from our files.

I look forward to hearing from you. Should you have questions regarding this matter, please do not hesitate to contact me by phone at (608) 267-7733, or email at <david.dies@eab.state.wi.us>.

Sincerely,

David C. Dies  
Executive Secretary

Attachments

c: Ms. Sandra Tarver, DOJ  
Ms. Linda Heidtman, EAB

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# **EDUCATIONAL APPROVAL BOARD**

## **BOARD MEETING**

**JUNE 15, 2010**

### **2011-13 BIENNIAL BUDGET**

#### **SUMMARY**

The Educational Approval Board (EAB) will be required to develop and submit a budget request to the Department of Administration (DOA) by mid-September 2010 for the 2011-13 biennium.

#### **BACKGROUND**

Although the state is still in the first year (FY 10) of the 2009-11 biennium, the EAB needs to begin preparing a 2011-13 biennial budget request. State agencies usually receive budget instructions sometime in late May or early June, but as of June 10 no guidance on preparing agency budgets was available. Based on input from the board, specific decision item narratives (DINs) will be developed by staff.

#### **DISCUSSION**

Unfortunately, the state's fiscal condition has not improved during the past two years and, like the last three budgets, agencies will again face a structural deficit as they prepare their requests. The fact that it was necessary for the Governor to make an additional \$200 million in additional state agency cuts is telling of the likely difficulties that lie ahead for the next budget.

While there are many fiscal unknowns related to the 2011-13 biennial budget, perhaps the largest unknown is how the gubernatorial election will affect the process. Regardless of the outcome, a new Governor will bring a different set of priorities and initiatives that have the potential to significantly alter agency proposals.

Among the initiatives considered by the EAB board should be the addition of administrative staff. This has been a priority in previous budgets and the demonstrated need is greater than ever. With over 160 approved schools, the EAB staff is being stretched beyond its capacity to the point where it is beginning to affect the agency's ability to perform its regulatory responsibilities in a timely manner.

To the extent that the state's fiscal condition does improve, the EAB's operating budget needs to be restored to prior levels. The \$55,100 annual reduction imposed as a result of the 2009-11 budget simply cannot be sustained. It has resulted in reduced and/or eroded quality of service in multiple functional areas. The inability to purchase basic office equipment that

needs replacement is not acceptable. The EAB is in desperate need of computer upgrades, but lacks the fiscal capacity to address this core operational necessity if expenditure levels are not restored.

## **BUDGET PROPOSALS**

Because the EAB is funded entirely with program revenues (PR), it is not affected the same way as GPR-funded agencies. However, the general budget climate will undoubtedly have implications on the types budget requests that will be considered. During previous budget challenges, PR funded agencies have asked to limit their funding requests to revenue availability (which is sum-sufficient for the EAB) and prioritized programmatic needs. At the same time, educational initiatives, especially those that ensure Wisconsin citizens have access to higher education, have been given priority.

New spending initiatives requested by the EAB, as well as the standard budget adjustment necessary to maintain current EAB operations, will have a direct impact on the fees schools are assessed. Nonetheless, there are a number of specific budget items the board is being asked to consider; most of which have been previously supported by the board but never included in the budget submitted to the Legislature.

### Standard Budget Adjustments

The EAB will be required to submit standard budget adjustments for salary and fringe rate changes. It will not be possible to calculate these adjustments until after DOA provides agencies with base budget information later this summer.

### Administrative Support

#### PROGRAM AND PLANNING ANALYST

Daily oversight of the 162 private postsecondary schools, colleges and universities approved by the EAB is the responsibility of its 3.0 FTE school administration consultants (SAC). The SACs provide professional consultation to these institutions by regulating, maintaining, and evaluating them, including setting standards for school administrative capacity, protecting consumers' rights, and ensuring program quality and operational integrity.

During the past decade, the number of EAB-approved schools has increased by over 50 %, from 98 at the end of FY 99 to 162 at the end of FY 10. This growth has been accompanied by significant increases in the amount of revenue schools earn, the number of students served, and the number of programs offered. Revenues increased approximately 400% to \$231.9 million during this timeframe and the number of students attending the schools is estimated to have quadrupled, which now exceeds 52,000 annually. At the same time, the number of approved programs has increased from just 254 in 1999 to 1021 today. In the last year alone, the SACs have approved more than 100 new programs.

As the number of approved schools and programs has increased, so has the amount of work performed by EAB staff. In addition, the EAB is in the midst of modernizing its regulatory

model from one that is based solely on compliance to one this is also based on institutional effectiveness, which has placed added burdens on EAB staff. While some of these modernization efforts involve using technology to produce administrative efficiencies in the long-run, they require additional resources in the short-run. Other initiatives, such as the redesigned school visit process, have led to additional workload demands that will only increase as more schools and programs are approved.

By hiring a half-time program and planning analyst, the EAB would be more strategically positioned to concentrate on institutional effectiveness, both with internal EAB processes and the schools. The cost of hiring a half-time entry-level program and planning analyst would be approximately \$35,000.

#### LEGAL COUNSEL

Currently, the EAB has limited access to legal counsel for routine issues that arise on a daily basis. Beginning in 1979 and until 1997, the EAB had its own legal counsel. Prior to the current biennium, the EAB has contracted with an attorney from the Department of Veteran's Affairs (DVA) for its legal counsel. Due to cuts in the 2009-11 biennial budget, the EAB was forced to eliminate this contract and currently has no legal counsel.

In the three previous budgets, the EAB has sought a 0.5 FTE attorney position. Each of these requests has been denied because of a Governor's initiative to consolidate and centralize attorneys from most state agencies. While the Legislature has rejected the attorney consolidation initiative each time, the EAB's legal needs continue to be an issue. The estimated cost of an entry-level half-time attorney position would be roughly \$45,000.

The EAB's need for its own legal counsel has not diminished over the past two budgets; but rather increased. Not only has the EAB approved more schools than it did four years ago, the complexity and frequency in which legal issues present themselves has increased dramatically. The court decision involving NORDA, Inc. clearly signals the need to have a dedicated person who is knowledgeable of the statutes and rules, and can provide guidance regarding not just the day-to-day interpretations, but fundamental statutory construction modifications necessary to reflect the ever changing educational marketplace.

#### ADMINISTRATIVE SUPPORT

During the past nine years, the demands placed on the EAB's administrative support staff have reached a point where they cannot be met by one person alone. As a result, it has not been possible to address certain agency objectives; such as complying with state records management policies and updating the EAB's records disposition authorization (RDA) forms on file with the State Records Board.

These workload demands have been directly affected by a significant increase in the number of schools – now more than 160 – approved by the EAB, the increased complexity and reliance on the EAB's database, the added responsibilities associated with the EAB website, and additional work associated with greater interaction between the EAB and schools.

During the past five years, the EAB has come to rely heavily on LTE support – during summer months this position essentially works full-time.

Because the EAB’s growth in regulatory activity and related administrative demands are projected to continue, the EAB needs an additional 0.5 FTE support staff. The estimated cost of a half-time program support position would be about \$30,000.

**RECOMMENDATION**

The EAB staff recommends the board approve the budget proposals discussed above.

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# EDUCATIONAL APPROVAL BOARD

## BOARD MEETING

JUNE 15, 2010

### CLOSED SESSION

#### SUMMARY

Under s.19.83, *Wis.Stats.*, every meeting of a governmental body must be held in open session, unless the body, upon motion duly made and carried, convenes in closed session under an exemption provided in s.19.85, *Wis. Stats.* Consideration of employment, promotion, compensation, or performance is one category of exemption provided for under the law.

#### BACKGROUND

In accordance with state law, "[n]o motion to convene in closed session may be adopted unless the chief presiding officer announces to those present at the meeting at which such motion is made, the nature of the business to be considered at such closed session, and the specific exemption or exemptions under this subsection by which such closed session is claimed to be authorized."

To convene in closed session, the following statement should be read:

A motion will be entertained to hold a closed session under s.19.85(1)(c), *Wis. Stats.*, to consider the performance and compensation of the executive secretary in accordance with s.38.50(5), *Wis. Stats.*

The motion must be carried by a majority vote in such manner that the vote of each member is ascertained and recorded in the minutes. Such announcement shall become part of the record of the meeting. No business may be taken up at any closed session except that which relates to matters contained in the chief presiding officer's announcement of the closed session.

#### RECOMMENDATION

Although not required, the board may choose to convene in closed session for purposes of discussing the performance of the EAB executive secretary.



# **EDUCATIONAL APPROVAL BOARD**

## **BOARD MEETING**

**JUNE 15, 2010**

### **PERFORMANCE PLANNING AND DEVELOPMENT REPORT**

#### **SUMMARY**

The board is required to evaluate the performance of the EAB executive secretary prior the end of the current fiscal year (June 30, 2010).

#### **BACKGROUND**

Board members were asked to provide the EAB chair with comments regarding the performance of the executive secretary. Those comments have been reviewed and compiled on the supplemental assessment form to the PPD (attached).

#### **RECOMMENDATION**

The board should review the material compiled by the EAB chair and assess the performance of the executive secretary.

***NOTE: The compiled material will be provided to board members separately.***

# Wisconsin Educational Approval Board

## Executive Secretary Assessment 2010

### Directions

The form that follows lists 25 criteria with definitions. Under the column headed “Job Requirement”, please put the number from the “Rating Scale” that represents the amount or level of the criterion required by the position held by the person being assessed.

Under the column headed “Incumbent Level” put the number from the “Rating Scale” that represents the amount or level of the criterion displayed by the person being assessed.

If you do not believe you have sufficient knowledge to rate an item, leave it blank.

### Rating Scale

- 9 ..... Highest level
- 8 ..... Significantly above average level
- 7 ..... Above average level
- 6 ..... Somewhat above average level
- 5 ..... Competent or average level
- 4 ..... Somewhat below average level
- 3 ..... Limited level
- 2 ..... Below average level
- 1 ..... Far below average level

## Criteria

	Job Requirement	Incumbent Level
<b>Cognitive</b>		
1. <b>Original thinking:</b> how much creativity does it take to be successful in the position? Generating new ideas that are different or unconventional.		
2. <b>Problem-solving:</b> analyzing problem situations in depth. Sorting the “wheat from the chaff”. Looking for the best solution, not necessarily the first solution.		
3. <b>Abstract thinking:</b> understanding and applying conceptual and symbolic material. Thinking beyond the concrete or literal.		
4. <b>Practical thinking:</b> generating sensible and realistic solutions to problems. Basing judgments and decisions on realistic information and assumptions.		
<b>Administrative</b>		
5. <b>Long-term planning:</b> thinking strategically about how decisions will impact the organization over the next three to five years. Standing back, anticipating ramifications and planning as opposed to acting before thinking.		
6. <b>Organization:</b> successfully juggling several projects simultaneously. Structuring and systemizing one’s own and others’ job duties, tasks and responsibilities. Balancing time demands to accomplish critical tasks.		
7. <b>Detail orientation:</b> being precise, exact and conscientious with detail.		
8. <b>Stress tolerance:</b> effectively handling the stress and pressures inherent in the job with composure. Coping and performing well under trying and unusual circumstances without wide mood swings.		
9. <b>Energy level:</b> working overtime and on weekends when needed. Working long hours at peak performance.		
10. <b>Action orientation:</b> seeking out opportunities to make contributions rather than waiting for assignments. Making timely decisions. Acting quickly when opportunities present themselves.		
11. <b>Quality orientation:</b> stretching the expectations of one’s self and others toward excellence. Continually improving processes and performance.		
12. <b>Customer orientation:</b> focusing one’s own and other’s efforts on the customers of the organization.		

Job Requirement	Incumbent Level

**Communication**

- 13. **Writing:** memos, letters and reports are clear and concise and use appropriate vocabulary and grammar.
- 14. **One-to-one:** effectively presenting ideas to individuals. When talking with peers, subordinate, superiors or customers, one’s thoughts are organized and clear. Summarizing the gist of ideas rather than enumerating details.
- 15. **Public speaking:** preparing and delivering effective presentations to groups.
- 16. **Persuasiveness:** presenting ideas with conviction and credibility in a way that influences others.
- 17. **Listening:** indicating that one understands the points of view of others. Refraining from constantly interrupting or doing most of the talking.

**Interpersonal**

- 18. **Directing:** taking control of situations and leading. Being forceful without being excessively offensive, hostile or abrasive.
- 19. **Developing teamwork:** working with people at all levels to promote the common interest. Fostering cooperation between work groups. Supporting team decisions despite personal reservations.
- 20. **Coaching:** giving both positive and negative feedback to others to help them improve their performance without damaging their self-esteem. Showing concern for the development of others.
- 21. **Delegating:** clearly assigning responsibilities and tasks to others and ensuring that they have the necessary authority and resources. Monitoring performance to keep projects on track.
- 22. **Trust and openness:** soliciting, comprehending and appropriately responding to feedback from others. Not being unduly defensive, oppositional or suspicious.

**Occupational Know-How**

- 23. **Expertise in career field:** demonstrating deep knowledge and experience in one’s field. Not needing training or development to function independently.
- 24. **Expertise in industry:** demonstrating deep knowledge and experience in one’s industry.
- 25. **Organizational knowledge:** demonstrating a good understanding of the political climate and culture of the organization.

# PERFORMANCE PLANNING AND DEVELOPMENT REPORT

In accordance with s.230.37, Wis. Stats., the purpose of the PPD report is to:

- Identify major job objectives and performance expectations/standards necessary to achieve satisfactory job performance and to record results.
- Promote communication between the supervisor and the employee in order to develop a clear understanding of assigned responsibilities, goals, and performance expectations.
- Evaluate performance, discuss training and promote suggestions and comments from the employee.

Employee Name David C. Dies	Civil Service Classification/Pay Schedule/Range Administrative Manager (81-01)	Position Number 333980 (replaces 010595)
Employing Unit Educational Approval Board	Date Hired/Promoted November 5, 2001	Supervisor's Name Educational Approval Board
Type of Report ___ Probationary ___ Permissive <u>X</u> Annual	Report Period From 7/1/09 To 6/30/10	<input checked="" type="checkbox"/> PD dated 11/01 is accurate <input type="checkbox"/> New PD is attached
Overall rating of employee during this period. <input type="checkbox"/> Exceptional <input type="checkbox"/> Above Satisfactory <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		
<b>MAJOR JOB OBJECTIVES</b> Planning Session	<b>PERFORMANCE EXPECTATIONS/STANDARDS</b> Planning Session	<b>RESULTS</b> Performance Review

Strategic Planning – Advises the board in the development of a strategic plan and executes strategic plan goals and objectives.

Raise awareness and understanding of the EAB and approved schools.

Create and develop positive working relationships and alliances.

Strengthen consumer protection and enhance educational choices.

Create, maintain and articulate operational and administrative procedures and policies.

External Relations – Provide direct liaison and represent the agency to state and federal groups

Maintains and strengthens positive working relationships with key federal and state agencies and other organizations involved with assigned schools (e.g., DPI; DRL; DWD; DOC; WTCS Board; DOJ; GLHEC; US Dept. of Ed; AWSB; WAICU) to promote board policies and advocate for the continuation and expansion of its mandated roles.

<b>FOR FINAL REVIEW ONLY</b>	Employee Signature and Date
Recommendation: <input type="checkbox"/> Appt. <input type="checkbox"/> Extend Probation ___ Mo. <input type="checkbox"/> Terminate	Supervisor Signature and Date
Signature of Appointing Authority/Designated Representative and Date	

MAJOR JOB OBJECTIVES Planning Session	PERFORMANCE EXPECTATIONS/STANDARDS Planning Session	RESULTS Performance Review
--	--	-------------------------------

Maintains and strengthens positive working relationships with individual state legislators and state legislative committees and staff to promote agency policies and advocate for continuation/expansion of its role.

Represent the agency on various collaborative bodies; respond to requests for information from and make presentations to, the State Legislature and other bodies.

Board Relations – Manage formal meetings of the EAB.

Demonstrates an ability to communicate well with the board.

Manages the board agenda with the board chair.

Assures timely and complete communication of initiatives and priorities.

Prepares and presents appropriate reports on agency activities to keep board apprised of developments.

Executes and follows up on board directives.

Agency Management – Administer agency functions; manage and direct agency production.

Demonstrates leadership skills promoting a cohesive and productive staff.

Exhibits strong interpersonal skills and ability to communicate clear expectations.

Establish staffing patterns and adjust workloads consistent with current and projected responsibilities.

Set agency's annual operating budget, including preparation of program, fiscal, statutory and policy detail for the biennial state budget process.

Plan and implement ongoing agency re-engineering consistent with emerging responsibilities and emerging programmatic opportunities.

<b>JOB RELATED TRAINING</b> Training needed for employee to meet performance expectations during this report period.	
Employee Requested Training	Resources To Be Provided
	Results
<b>EMPLOYEE CAREER PROGRESSION PROGRAMS AND/OR PERSONAL DEVELOPMENT TRAINING</b> Training in which the employee is interested for career development. Employees are encouraged to request information on Civil Service procedures and career development from the Personnel Director.	
Career Development Training	Resources to be provided
<b>EMPLOYEE COMMENTS</b> Recommendations the employee may have regarding his/her work or other work of the agency for management consideration to improve operations, the office environment or employee morale	
<b>SUPERVISOR COMMENTS</b>	
<b>Planning Session</b>	
Supervisor Signature and Date	Supervisor Signature and Date
Employee Signature and Date	Employee Signature and Date
Date Received in Personnel	Date Received in Personnel

Employee's signature does not necessarily indicate agreement but that he/she has had an opportunity to read and discuss the report. If the employee disagrees and would like to request a review, it shall be filed in writing with the Personnel Director within 7 days of the relevant session.



# **EDUCATIONAL APPROVAL BOARD**

## **BOARD MEETING**

**JUNE 15, 2010**

### **EXECUTIVE SECRETARY**

### **PERFORMANCE & COMPENSATION**

#### **SUMMARY**

The board is required to evaluate the performance of the EAB executive secretary prior the end of the current fiscal year (June 30, 2010).

#### **BACKGROUND**

State personnel rules require the performance of employees to be evaluated at least once annually. The EAB board has developed a performance planning and development (PPD) report and a supplemental assessment form (see information under Tab 6) that serves as the tool by which it evaluates the executive secretary. The EAB executive secretary is classified as an administrative manager (81-01).

The awarding of General Wage Adjustments (GWA) for non-represented employees is linked to performance. Unless an employee has failed to perform satisfactorily, the employee is eligible for the GWA. The GWA amount is established by the Legislature in the state's compensation plan.

Due to state's budgetary problems, all GWAs for the 2009-11 biennium were rescinded by the Governor and Legislature.

#### **RECOMMENDATION**

The board should assign an overall performance rating for the current period of review.