
The



Quarterly

A newsletter from the Wisconsin Educational Approval Board

Issue 11, Fall 2000

PRIVATE EDUCATION – PUBLIC EDUCATION

The Economy, Labor Market and Training

The EAB's approval of private postsecondary schools recognizes the right of for-profit and other non-governmental schools to compete in the educational marketplace. The state, through the EAB, seeks to balance the freedom of the marketplace with the need to protect consumers. That is why there is a school approval process with standards and guidelines. In the past few years, the EAB has shifted to outcomes assessment as a measure of performance and quality.

This emphasis on results, however, has raised a policy issue that goes beyond the EAB and the schools it oversees. In most fields with which the EAB has dealt over the years, supply/demand has not been a major concern. EAB schools have not had to deal with over-supply problems – in part this is the result of their being in the private sector; without sufficient demand the desire for their product would not exist. In massage therapy, this has changed and the experience is instructive for the future and carries with it some larger policy implications.

In the past two to three years, the EAB has seen tremendous growth in the massage therapy field. It now approves 14 in-state schools and 4 out-of-state schools,

graduating about 400 therapists a year. The Department of Regulation & Licensing has now registered roughly 2,000 massage therapists/bodyworkers in the state. It seems clear that private schools are more than meeting market demand; in fact, the state seems to be reaching a point of over-supply. (See the *Hudson Star Observer*, 6/20/00.) Nevertheless, there has been some effort by individual districts in the Wisconsin Technical College System to establish their own programs. The situation has parallels in the Information Technology [IT] field as well, as the quicker to respond private sector establishes a beachhead and public schools follow behind in an attempt to capture some market share.

This capacity disconnect grows out of a larger issue of how the different components of Wisconsin's postsecondary educational sector fit and mesh together. In approving schools and programs, the EAB recognizes that labor market realities govern the projected program area, but it has been very careful in exerting authority in this area, largely because the State of Wisconsin (unlike most other states) has no overall oversight role for postsecondary education. States like Wisconsin have exerted authority over private education because individuals can be harmed by marginal and fraudulent education and training providers.

And, the state's economy, its workforce,

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School News . . .

E-Commerce -- It's Not a Trend

It's the future. And it can be yours.

The words above are from a headline advertising Keller Graduate School of Management's new MBA program with a Certificate in E-commerce. E-commerce is heating up and businesses are looking to universities and colleges to prepare today's executives and tomorrow's recruits to do business on the Internet.

Keller Graduate School, and many other Wisconsin institutions have added or are revising classes to focus on e-commerce, and are weaving the issues of that technology throughout their entire curricula. The faculty are often recruited from industry: they are people who are involved in these issues every day.

In addition to the MBA, Keller Graduate School offers 5 other Master's programs. Over 100 courses allow the student to custom design their own degree. Students can learn in class or online.

For further information about Keller and its programs, visit them at www.keller.edu or call them at (414) 278-7677.

School Name Changes

World Travel School, formerly Fox Valley Travel School
Appleton, WI

New School Approvals

Blue Sky Educational Foundation
Grafton, WI
ITT Technical Institute
Green Bay, WI
Loyola University Chicago
Chicago, IL
CNA Career Alliance
Madison, WI
Horizon School of Veterinary Assisting
Appleton, WI
Professional Scuba Training Institute
Menomonee Falls, WI
University of Phoenix
Phoenix, AZ
Franklin University
Columbus, OH

Keller Graduate School Names New Center Directors

Keller Graduate School of Management recently announced the appointment of two new center directors. Lee Nieman accepted the position as Center Director in Waukesha, WI. Lee comes to Keller with a background in radio broadcasting, education and teaching. Most recently, he served as the Associate Director at Upper Iowa University-Milwaukee Center. Lee was affiliated with Upper Iowa from 1997-2000. Lee has taught courses in communications and marketing. He earned his MA from Marquette University and he is a resident of Waukesha.

Rochelle Swinko has been appointed as the Center Director of the Milwaukee facility. Rochelle earned a bachelor's degree in psychology from UW Milwaukee. She earned an MBA from Keller as well as a Graduate Certificate in Human Resource Management. Prior to accepting this position, she worked closely with the previous center director, Lee McConaghy, for more than 8 years.



In the Spotlight

American Home Inspectors Training Institute, Inc.

On January 30, 1997, American Home Inspectors Training Institute, Inc., Waukesha, WI became the first approved home inspector training school in Wisconsin. They continue to be the only approved home inspector training school in the state. Like a number of EAB approved schools, the school is a family business. It is owned and operated by Roy Newcomer. Roy's wife Virginia serves as the school's administrator, son Scott is an instructor and son Mark is the financial administrator.

Although home inspection training is not required by the state of Wisconsin, the Newcomers saw a need for training and worked with state officials to make home inspection a registered profession in Wisconsin. 1997 Wisconsin Act 81, enacted on April 13, 1998, requires that prospective home inspectors pass an examination before registering with the Department of Regulation and Licensing. The act became effective November 1, 1998.

The school offers two programs: a 6-day master course and a home study master course. One hundred eighty-three students attended the school last year. The Newcomers have plans to seek approval of their training programs in other states this year.

For more information about the school and its programs, call (800) 937-6387 or visit their website at www.ahit.com.



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can be undermined by a lack of adequately skilled workers. The EAB's consumer protection role, therefore, is broader than simply governing school behavior vis-à-vis students as consumers. On another level it relates program quality to larger economic and workforce concerns.

Wisconsin's failure to respond like other states to organize coherently its postsecondary education system has put the state at undue risk. To maintain a solid economy and competitive workforce, protect consumers, create a level playing field and ensure quality programs, Wisconsin needs to rethink how it organizes postsecondary education and consider ways to link disparate systems and institutions more closely. There are pressing concerns that demand a state/statewide response – a response Wisconsin is currently not structured to articulate – if and when it responds it can only do so in a disjointed manner.

As the economy and labor market change, institutions (and systems) try to adapt and stay competitive; often intruding on each other's turf. This anarchic program development wastes precious resources. The answer is to have the state able to articulate a comprehensive vision for postsecondary education (public and private) and to follow the same principles in managing program development. Wisconsin needs a broad policy view that looks at the economy, workforce development and postsecondary education as key parts of an integrated whole. It needs a body, like most other states have to bring together policy and program in response to real needs.

Joseph Davis
Executive Secretary

Fast Fact:

EAB currently has 136 approved schools serving students at 329 locations throughout the United States.

Web Site Checklist: What to Include?

Is there a success model for the best school web site? The best school web site starts with a quick loading page that tells everything possible about the school in short easy to read bullets. It also says -- this is an easy site to navigate through. Since web site surfers make decisions quickly, it is necessary to tell your entire story in as few words as possible. Key elements to include on a school home page are:

About Us: This page briefly gives the history of the school, mission, number of locations, faculty and staff, accreditations, hours of operation and allows the prospect to click on maps to your location.

Program Information: Each program should include features and benefits of the career and who training will benefit. It should allow viewers to click to see course details and class start dates. Sometimes fees are appropriate but this depends on your marketing strategies. It is important to thread testimonials throughout. It gives credibility and provides information.

If you offer continuing education, workshops to the public, test prep programs, and open houses, these can have a separate page.

Financial Aid: A great concern to prospects is how they will pay for training so get that up front. Even if you don't offer Title IV funding, there are many other sources of tuition assistance. Let the reader know if you accept credit cards.

Admissions: Admissions information should recap what it takes to enroll. You can have an interactive form to reserve a place in the next class, ask to be called, or request a specific appointment.

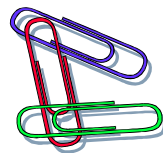
Contact Information: Every page should allow prospects to contact you. Include an e-mail address as well as telephone number and address. Toll free numbers are very important to students.

Book Stores and Other Services: For some schools it is appropriate to offer sales

of books and products. You have to determine if it is right for you. Some surfers will never be prospects for your training but will be interested in buying products.

Other Tips: Use your school logo. If you don't have one, develop it. The right photos and graphics are important. They help to make pages interesting and easy to read. Graphics also work to limit the copy.

Excerpted from Career School Solutions, May/June 2000.



More School News

State Legislators Visit Approved Schools

A number of state legislators have visited EAB approved schools in recent months. School officials have invited legislators to their schools in an effort to increase awareness of the role of proprietary schools and out-of-state nonprofit colleges in training Wisconsin's workforce.

The visits have already had a positive effect for approved schools. Speaker Scott Jensen visited Therapeutics Bodyworks Institute. As a result of that visit and contact to his office by other approved schools, Speaker Jensen wrote to the director of the Wisconsin Technical College System advising him to use the system's limited resources wisely and try to avoid offering programs that are duplicative, i.e., already offered at private schools.

Other visitors in their respective areas include Senators Clausing, Erpenbach, and Grobschmidt and Representatives Black, Rhoades, Petrowski, Huber, Cogg and Wasserman.

If you would like to host a legislative visit and need help getting it organized, feel free to call your EAB education specialist. We'll be glad to offer our assistance!

HIGH TECH ECONOMY – HIGH TECH EDUCATION: CAPACITY FOR A NEW DECADE

The EAB requires additional professional staff with specific technical skills to respond to the growth of Distance Education and Information Technology [IT] training. For most of its history, the EAB dealt with traditional trade and technical schools offering instructional methodology. EAB staff was able to perform oversight functions with a rather standard and generic set of assessment and evaluative skills. Among the schools the EAB oversees, traditional occupations included: office/clerical, financial, electronics, and business, truck driving, etc. and traditional delivery methods included: correspondence, classroom format and hands-on practicums. Staff was also readily able to identify schools operating without approval; often looking through newspaper advertisement and checking government databases.

In late 1993 the EAB's authority expanded to include out-of-state non-profit colleges. This new sector, offering baccalaureate and graduate degrees and dealing with adult learners, forced the agency to adjust its oversight approach. The type of instructional programs with which the EAB dealt changed, as did the nature of the schools with which it was involved. While this forced some major readjustments on the part of the agency, the programs, from a content and delivery standpoint, were largely in tune with those with which the EAB had experience. Within a short time, though, two other key developments had an even more dramatic impact on how the EAB did business: the emergence of IT as a major new industry and occupational area and the rapid growth of Distance Education via the Internet.

Both sub-sectors require that the EAB have targeted expertise to ensure that Wisconsin consumers receive the sort of protection that they have come to expect. This role is particularly important because

of the tremendous impact which high-tech training and education over the Internet has, and will have, on workforce development in Wisconsin. Ensuring that there is quality programming and quality providers not only protects individuals, but also assists employers, and the economy at large, which need to rely on external vetting in accepting employees' documented skills.

In order to carry out its oversight role in this new part of the economy, the EAB needs to be able to understand the impact of cutting edge technology, the growth of new occupational areas, attendant program offerings and delivery methodology so that it can determine what needs to be approved. It also must identify and locate schools actually providing approvable programs. In some instances this will mean literally finding, contacting and investigating education and training institutions and businesses and 'cruising' the Internet to discover schools which might need to be approved. This would be a new way of functioning for the EAB. The traditional skills EAB staff utilize are still important – the new skills are needed as an adjunct to those skills, embodied in an individual who can work in the new educational environment.

There is tremendous pressure coming from the high-tech world and from new developments in service delivery. Within the next few years (with developments already underway) there will be literally a dozen new corporate entities (many for-profit) offering Distance Education across the nation. These new actors, and the scores of current institutions expanding and planning to expand into Distance Education, will reinvent postsecondary education in America. Much Distance Education is occurring (and likely will occur) under the radar – the potential for fraud is obvious as is the risk of a negative impact on individuals and businesses.

The ramifications for business and industry are huge. States need to be able to reach out and discover vendors and schools and also to comprehend and deal with instructional and delivery issues. The situation is compounded by

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from the staff



EAB Conference Plans Finalized

EAB staff are putting the finishing touches on the second annual Approved Schools Conference. The Conference is scheduled for Tuesday, November 14 at the Sheraton Madison Hotel. The theme of this year's conference is *Strategies for Success*. Participants will hear experts on a range of topics of interest to postsecondary educators.

There is still time to register for the conference. Visit our website at eab.state.wi.us/static/Conference/agenda.pdf to view the agenda and eab.state.wi.us/static_private/form2.htm to register online. Other questions should be directed to Joan Fitzgerald at (608) 266-3185.



Staff has begun the process of reviewing school renewal applications. No news is good news. If you don't hear from us in the next few weeks, your school approval will be renewed. School renewal certificates and second payment invoices will be mailed to schools in early January 2001. If there are problems with your application, we'll contact you before renewal is granted.



HIGH SCHOOL SENIORS: The share of college-bound high school students who have completed four years of English and three each of math, social sciences and natural sciences now stands at a record 63.2 percent according to ACT test data. For more: www.act.org/news.

DIVERSITY: America's central cities are now nearly half minority, up from one-third minority in 1980. In the suburbs, meanwhile, minority populations have about doubled, from 13 percent to 23 percent. For more: www.hud.gov/ressrel/pro00-133.html.

DIGITAL LEARNING: A record 72 percent of classrooms are now connected to the Internet, but only 30 percent of teachers are currently able to leverage the Web for student research. Some 16 percent of teachers use the Web for lesson planning. For more: www.ceoforum.org/.

INEQUALITY: The growing economic gap between high- and low-income families, suggests new research, is lowering graduation rates, in part by increasing alienation and stress in poorer households. For more: www.jcpr.org/policybriefs/vol2_num4.html.

NONVOTERS: Some 40 million people registered to vote didn't cast ballots in the last congressional election year. The reason? About one-third said they were "too busy" or had work or school schedule conflicts. For more: www.census.gov/Press-Release/www/2000/cb00-114/html.



On the National Front

International Education Week

The U.S. Departments of State and Education have designated November 13-17, 2000, as International Education Week in the hopes of fostering more of what is already happening in our education system. Through organizations like the Institute of International Education (IIE) and programs like the Fulbright Senior Scholars, students and faculty at home and in hundreds of countries abroad engage in scholarly exchanges.

Last year, says IIE, 114,000 Americans earned college credits abroad; and more than 500,000 foreign students were drawn to the U.S. higher education system, contributing some \$9 billion to our economy. Perhaps more important, however, such exchanges create goodwill and cultural understanding between nations. For more information go to www.iie.org.

Put it on Paper

If you want your students to get the most out of assigned readings, opt for the handout, not the hyperlink. A study of 131 undergrads at Ohio State University (OSU), who each read two articles that had first appeared in *Time* magazine, shows that the group that read the print versions found the material to be more accessible than did the group that read the articles on the computer screen. While all the students had learned something from reading the articles, the screen readers found the material harder to understand, less interesting and less persuasive than the print readers reported. For the full story, see www.salon.com/books/wire/2000/08/10/reading/index.html.



Meet the Owner

Delores Lillge

Recognizing the growing demand for professional pet groomers, Wisconsin School of Professional Pet Grooming, Inc. (WSPPG) Director, Delores Lillge, began working on the development of a grooming course in 1984. Drawing on her vast experience in the pet industry, she structured the course curriculum to provide a consistent and professional method of instruction which could be accomplished through practical experience, classroom theory, lecture and demonstrations.

Upon evaluation of the schools' policies, instructional methods and curriculum, the EAB granted WSPPG permission to commence enrolling students in 1985. Through the input of WSPPG staff and faculty members, as well as industry professionals, the course has been expanded over the years to encompass a broad spectrum of pet related topics. In October of 1991 through October, 1995, the school was accredited nationally by The Accrediting Commission of Career Schools and Colleges of Technology.

Delores' background in the pet industry is wide and varied. Her interest in animals reaches back over 30 years. She has been professionally involved in some facet of the pet grooming industry since 1975 including business ownership, training all-breed obedience, handling and showing.

She is founder of the State of Wisconsin Professional Dog Groomers' Association as well as the originator of Midwest student grooming competitions in which WSPPG students are undefeated.

As founder of the school, Delores designed the progressive performance based curriculum

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the sub-category of IT training which uses interactive Distance Education in a highly changeable sector. The IT industry sees job classifications, occupations and educational requirements mutating constantly and training changed accordingly. States must be able to keep pace with developments in order to protect consumers.

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utilized today. In conjunction with the curriculum development, she wrote Grooming You Can Count On (used by many as their trade “bible”).

Lillge also implemented an instructor’s training program which offers continuing education for instructors enabling them to become certified at various levels of their teaching skills. This augmentation assures

the students that they are not only taught by Master Groomers but by competent educators as well.

With over 30 years of experience in the industry, Delores Lillge has also developed and offered short courses and workshops for business managers and prospective owners. These courses include retailing, licensing, business start-up, laws and regulations, creating a business plan, cash flow projections, marketing, etc. She is also available for pet industry consultations through her firm, Solutions.

For more information about the school, call (262) 569-1842, or visit their website at www.angelfire.com/biz/wsppg.



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We welcome contributions, comments and suggestions for articles. Contact us at 131 W. Wilson Street, Suite 904, Madison, WI 53703-3245; Phone: (608) 266-1996.

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